

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 26Q158  
**School Name:** MARIE CURIE MS 158Q  
**Principal:** MARIE NAPPI

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- 1. Section 5A Capacity Framework Element - Rigorous Instruction**
- 2. Section 5B Capacity Framework Element - Supportive Environment**
- 3. Section 5C Capacity Framework Element - Collaborative Teachers**
- 4. Section 5D Capacity Framework Element - Effective School Leadership**
- 5. Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level:     Middle School     School Number (DBN):     26Q158      
School Type:     Middle     Grades Served:     6,7,8      
School Address:     46-35 Oceania Street, Bayside, NY 11361      
Phone Number:     718 423 8100     Fax:     718 423 8135      
School Contact Person:     Marie Nappi     Email Address:     mnappi@schools.nyc.gov      
Principal:     Marie Nappi      
UFT Chapter Leader:     Dave Waltzer      
Parents' Association President:     Milena Kabbani      
SLT Chairperson:     Marie Nappi      
Student Representative(s):     N/A    

**District Information**

District:     26     Superintendent:     Danielle Giunta      
Superintendent's Office Address:     61-15 Oceania Street, Bayside, NY 11364      
Superintendent's Email Address:     dgiunta@schools.nyc.gov      
Phone Number:     718 631 6943     Fax:     718 631 6996    

**Cluster and Network Information**

Cluster Number:     5     Cluster Leader:     Debra Maldonado      
Network Number:     535     Network Leader:     Ellen Padva

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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	
Carina Ponce	Member/ Parent	
Julie Douveas	Member/ Parent	
Angela Charalambous	Member/ Parent	
Robert Gayle	Member/ Parent	
June Dunn	Member/ Assistant Principal	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Marie Curie Middle School is located in Bayside, a middle class community in northeast Queens near the Queens/Nassau county border. The school building houses a Beacon Program, managed by the Samuel Field YM/YWHA, which operates programs after school, in the evenings and on weekends for students of Marie Curie. The area is surrounded by parks, the largest of which are Crocheron, Alley Pond and Cunningham Parks. Nearby are Queensborough Community College, St. John’s University and Queens College.

MS 158 has a caring and well-trained teaching staff. Our school maintains high standards and has a rigorous academic program. Our mission at Marie Curie Middle School MS 158Q is to prepare students to exhibit their competence as critical thinkers and creative individuals. Our learners will take responsibility and ownership of their learning to successfully contribute as a productive member of society. Students are meeting targets in achievement on ELA [English Language Arts] and Mathematics examinations due in part to our recent implementation of the I Ready program. Our most recent New York State Regents pass rate was 99%.

We offer an acclaimed quality performing and fine arts program that has been recognized at the local, city and state levels. In the past few years, MS 158 has received a Silver and Gold Award for the New York State Music Association Competition. Last year the band won the highest award for a band, ‘Level 3 Gold, with Distinction’. Students participate and receive awards in many competitions including Math Counts, [First Place 2014], The Stock Market Game, [First Place winners] Borough and Citywide Art Competitions and Environmental Writing Competitions. Our art teacher, Mario Asaro, was recently recognized as “Art Teacher of the Year for Region 8-NYC”. We also have a high percentage (38%) of eighth grade students who are accepted into the Specialized High Schools as well as sixth grade students accepted into the Hunter High School accelerated program. Our Gifted and Talented Program has expanded to include a second class of sixth grade students who were admitted based on multiple criteria including a percentage of their fourth grade ELA and math state exam scores.

Some of the challenges that the school experiences have to do with budgetary constraints which prevent us from funding clubs and a variety of after school enrichment clubs such as chess, debate, STEM[Science, Technology, Engineering and Robotics.] Budgetary constraints also prevent us from staffing an additional guidance counselor so that we can have one counselor per grade level. One counselor per grade level fosters knowledge of students and parents for all three years of attendance at MS 158Q.

MS 158 has an active PTA as well as a School Leadership Team. We are a Magnet School for Science, Mathematics and Technology, integrating state of the art student computer labs, interactive overhead projectors and Smart boards. We support and nurture our relationships with our local business community as well.

MS 158 has a diverse student body embracing a variety of cultural, religious and ethnic backgrounds. Eleven percent of our student population is students with special needs. Seven percent of our student population is new English Language Learners. This past year we exceeded targets in closing the achievement gap for our students with special needs and our English Language Learners. Through creative programming we have maximized the use of personnel and time and implemented small instructional groups. Our main objective is to provide an optimal learning environment that is nurturing and recognizes the needs of each individual child. Our challenge to our students is “Maximize Your Potential!”



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The School Quality Guide and the NYS Report Card as well as a study of the data from the NYS ELA and Math assessments reflect that students scoring a level 1 or 2 are off-track in reaching proficiency. Meaning that the growth percentiles, if they continued to grow at that rate, will NOT result in meeting proficiency within 3 years.

- Student achievement: ELA percentage of level 3 and 4 = 54.7% and in Math 69.5%;
- The student progress listed on the School Quality Report: totaled 45.8 rated as approaching target for ELA, Math and the schools lowest third in ELA and Math.

Below are areas of strength:

- Closing the achievement gap was rated as exceeding target
- 100% of teachers were rated effective on MOTP
- Well-developed on the 2013-14 Quality Review
- Over 160 students accepted in Specialized High Schools as well as 10 students accepted into Hunter HS.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will ensure rigorous instruction in the classroom that focuses on students’ needs through active student engagement as evidenced by effective/HE teacher ratings for domains 3b and 3c as well as CCLS aligned lessons that reflect the NYC Instructional Shifts demonstrated by student work products.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We utilized the research-based work of Nancy Love: Using Data to Improve Learning for All-A Collaborative Inquiry Approach (2009), Leverage Leadership, Master Teacher (2014) as well as the Danielson Rubric to plan our work around rigorous instruction. During 80 minute Monday collaborative time, teachers will utilize protocols to	Teachers	September through June 2015.	Administration, Teachers, TDC and Network Staff

<p>collaborate on aligning tasks, rubrics and lessons with the CCLS, instructional shifts, and Webb’s DOK levels as well as analyze multiple sources of data to gauge student mastery.</p> <ul style="list-style-type: none"> <li>• TDC (Teacher Development Coach) will differentiate instruction for teachers based on needs during 3 different cycles. The TDC will also support the goal of multiple entry points by training lead teachers to turnkey to their departments.</li> <li>• Technology will also be a part of the PD plan. Opportunities for PD on Skedula, i-Ready, Myon and other various resources to support student learning.</li> <li>• Data support for all stakeholders to support the school-wide instructional focus</li> <li>• 80 minute weekly PD</li> </ul>			
<p>We utilize:</p> <ul style="list-style-type: none"> <li>• Flexible grouping, student placement in the least restrictive environments, regular meetings between teachers to discuss strategies to assist ELLs and SWDs.</li> <li>• Student and Teacher Mentors</li> <li>• PD support on strategies for teaching SWDs and ELLS, as well as best practices and multiple entry points. PD on how to read and interpret an IEP will be provided to teachers.</li> <li>• Targeted students will be programmed for an AIS program utilizing the i-Ready platform.</li> </ul>	Teachers Students	January 2015- June 2015	AIS teachers
<ul style="list-style-type: none"> <li>• Parent workshops will be offered at PTA meetings on: CCLS, Exit Projects, high school application process and the use of i-Ready and Pupil Path.</li> <li>• The MS 158Q website will be updated with the latest information on exit projects and various teacher’s information on what students are learning.</li> <li>• Monthly College and Career ready phone messages and emails to parents</li> <li>• Monthly Principal letter to keep parents informed of events and updates</li> <li>• Gold, Silver and Principal’s Honor Roll certificates given to students as well as names posted on parent board</li> <li>• Pupil Path for parents to monitor student progress daily</li> <li>• Availability for parents to make appointments if they need assistance or questions centering on the high school application process.</li> </ul>	Students	September – June 2015	Students and Faculty and Administration
<ul style="list-style-type: none"> <li>• Teacher intervisitations are planned among teachers who are sharing best practices.</li> <li>• Collaborative meetings [administration and teachers] to ensure CCLS alignment of tasks, curriculum and lessons</li> <li>• The Professional Development Committee of teachers will meet monthly to plan relevant and purposeful PD using the Chancellors Resources on PD based on needs of teachers.</li> <li>• Teacher to teacher mentors</li> </ul>	Teachers	September – June 2015	Teachers and Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

i-Ready programs, PTA grant to start up the AIS support after school, programming changes to add more common planning time, Teacher Developmental Coach

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
---	----------	--	---------------	--	-----------	---	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In January we will administer another diagnostic assessment through i-Ready to determine the students’ progress. We will also analyze the tasks to determine student growth. In Skedula, we will also monitor the students’ grades in ELA and Math to determine growth. In Advance, we will monitor the teacher’s ratings on domains 3b and 3c to determine an action plan to meet our goal.

**Part 6b.** Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After analysis of the MS Quality Snapshot regarding school environment, it was indicated that 66% of students state “that most students at the school treat each other with respect.” This is a low percentage on the School Environment Survey that is in need of strengthening.

Our areas of strength include:

OORS incident report summaries were low and our SVTI weighted index (review of OORs incidents for the school) was 0.04, which is considered very low.

- Our attendance for the year was 97% for students and 96% for teachers
- Teacher’s observations were 99% Effective/HE in ADVANCE regarding Danielson’s domains 2a and 2b: Creating an Environment of Respect and Rapport and Establishing a Culture for Learning.
- One School Psychologist, two Guidance Counselors, and one Social Worker are on staff to address mandated and at-risk students.

1.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 students’ response to the Learning Environment Survey regarding treating each other with respect will improve beyond the current rate of 66%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We utilized the research-based work from Project Wisdom, Nancy Love’s Using Data to Improve Learning for All-A	Teachers	September 2014- June	Administration, SBST, lead

<p>Collaborative Inquiry Approach (2009), Leverage Leadership, Master Teacher (2014) as well as the Danielson Rubric to plan our work around creating a Supportive Environment.</p> <ul style="list-style-type: none"> <li>• Develop the teachers’ ability to analyze data to respond to students’ social and emotional development needs in order for students to become academically and emotionally successful.</li> <li>• Using the <u>Common Sense</u> curriculum to bring a sense of awareness regarding cyber bullying, media safety and online citizenship.</li> <li>• “Wednesday’s Words of Wisdom” –shout out of positive messages on character and respect by students.</li> <li>• Lateness motivational board to improve chronic lateness</li> <li>• Anti-Bullying Club to design and post positive messages school-wide. This club meets weekly, facilitated by the Guidance Counselor to provide social emotional support through opportunities for students to help each other through role-playing, etc.</li> <li>• Theme for the Year: “Maximize Your Potential” developed by students and referenced daily as a positive message for the entire community.</li> </ul>		2015	teachers
<p>We utilize:</p> <ul style="list-style-type: none"> <li>• Pupil Personnel weekly meetings to discuss at-risk students, SWDs, and Behavioral Intervention Plans</li> <li>• Assign adult mentors to students to ensure support and someone to check in on.</li> <li>• Assign student mentors to students new to the country</li> </ul>	Students	September 2014- June 2015	Administration, SBST, teachers
<ul style="list-style-type: none"> <li>• Translation of all communications</li> <li>• Anti-bullying presentations planned by and for the PTA and students</li> <li>• Presentations of Curie Stars to recognize students’ good deeds and character. Curie Star bulletin board is located in the main entrance area.</li> </ul>	Parents/Students	September 2014-June 2015	Administration, Parent Coordinator
<ul style="list-style-type: none"> <li>• Peer mediation- student to student to address minor issues among each other and reach a resolution to the problem.</li> <li>• Student created themes for the year for the community to vote on.</li> <li>• Teacher to student mentors; student to student mentors</li> <li>• Student Organization meeting with the Principal to discuss concerns and suggestions</li> <li>• Student created positive messages posted throughout the building</li> </ul>	Faculty/Students	September 2014-June 2015	Administration, Guidance Counselors, Parent Coordinator, Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Guidance Counselor, SBST, Project Wisdom, Words of Wisdom and Common Sense Curriculum

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
---	----------	--	---------------	--	-----------	---	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

For the mid-point benchmark a school created survey will be given to students, teachers and parents in February 2015 regarding the school environment and respect.

OORs incident reports will also be monitored up to February 2015 .

**Part 6b.** Complete in **February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

--

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our strengths include:

- 95% of teachers feel supported by their colleagues according to the 2013-2014 Learning Environment Survey
- Teachers work in various teams (department, grade, and commonly taught students) to improve instruction.
- Teachers take part in inter-visitations to observe fellow colleagues in gaining knowledge.
- New teachers are assigned experienced colleagues to act as mentors to guide them on pedagogical processes and class management.
- Congruence meetings between the general education teachers and the ELL teachers to discuss students’ progress and strategies to improve students’ overall learning experience.
- The assistant principals (APs) meet regularly with teacher teams to ensure curricular alignment and coherence across all grades. The teams utilize data to analyze gaps in learning, analyze student work and monitor misconceptions before teaching next lessons. They engage in lesson plan study and learning walks looking at student work products. All teams are focusing on multiple entry points and Depth of Knowledge (DOK) higher order questions and discussions to promote higher level thinking.

Areas in need of strengthening include:

- According to the 2013-2014 Learning Environment Survey 43% of teachers thought there “wasn’t enough time provided for collaboration.”
- Ongoing training on different strategies to address the various needs of Students with Disabilities and English Language Learners.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

There will be an improvement beyond the current rate of 43% in the number of teachers who strongly agree/agree that “time was provided for collaboration” as evidenced by the 2014-15 Learning Environment Survey.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional

**Target Group(s)**

*Who will be targeted?*

**Timeline**

*What is the start and end date?*

**Key Personnel**

*Who is responsible for implementing and overseeing the*

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			<i>activity/strategy?</i>
<p>We utilized the research-based work from Nancy Love’s Using Data to Improve Learning for All-A Collaborative Inquiry Approach (2009), Leverage Leadership, Master Teacher (2014) as well as the Danielson Rubric to plan our work.</p> <ul style="list-style-type: none"> <li>Professional Development provided on a weekly basis by administration and teacher leaders.</li> <li>Professional development topics will include: strategies to address the needs of students with disabilities, strategies to address the needs of English language learners, improving teacher practice using the Danielson Framework, Common Core alignment to classroom activities, and utilizing technology in the classroom.</li> <li>Each professional development session will include a component to provide teachers time to collaborate on the respective topics with their colleagues.</li> </ul>	All teachers	September 2014- June 2015	Administration, Teachers, and Network Specialists
<ul style="list-style-type: none"> <li>Experts in the fields of students with disabilities and English language learners will provide professional development for the staff to adjust teacher practices and in turn address the needs of these specific students.</li> <li>Collaborative time will be embedded in the PD for teachers to share best practices.</li> </ul>	All teachers	September 2014-June 2015	Administration, Teachers, and Network Specialists
<ul style="list-style-type: none"> <li>On Tuesday’s teacher teams can invite parents to discuss the progress of their child and better develop the home school connection.</li> <li>Pupil Path is available and translated in multiple languages to assist parents with how their child is performing.</li> </ul>	All teachers	September 2014- June 2015	Administration, Teachers, and Network Specialists
<ul style="list-style-type: none"> <li>The professional development committee meets regularly to discuss the professional development needs of the staff.</li> </ul>	- All teachers	September 2014- June 2015	Administration, teacher, and network specialists

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Budgetary considerations for materials, personnel, and time allotment to plan effective professional development.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
---	----------	--	---------------	--	-----------	---	-----------	---	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark will be determined by the results from school created surveys regarding Professional Development and also a reflective page from the Chancellor’s Resource on Professional Development will be given to the staff during the month of February 2015 to reflect on their collaborative experiences.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our areas of strength include:

- The most recent Quality Review rating was well developed.
- The School Quality Guide data reflects Exceeding target while closing the achievement gap.
- The Quality Review 5.1 was rated well developed regarding the quality of school level decisions, making adjustments as needed to increase coherence of policies and practices across the school, with particular attention to the CCLS.

Areas of need: According to the MOTP score tracker there is a need for teachers to improve practice in domain 3.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will effectively use evidence-based systems such as Advance, teacher feedback, to examine and improve individual and school wide practices while nurturing leadership development of others as evidenced by the Principal’s PPO score.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Utilizing The Danielson Framework, Master Teacher information and Leverage Leadership, as research-based resources will provide teachers with PD needed to impact change during the Monday PD time of 80 minutes per week. <ul style="list-style-type: none"> <li>• Concentration on the CCLS instructional shifts, the Domains 1 and 3 components of the Danielson Framework as well as teacher-developed action plans to address multiple entry points and differentiation.</li> </ul>	Teachers	September 2014- June 2015	School leaders, teachers, TDC, Network support, Talent Coach

<ul style="list-style-type: none"> <li>The Talent Coach will also provide PD on how to norm feedback, making sure that the feedback is concrete and actionable which in turn will improve teacher practice.</li> <li>The TDC will work with teachers in non-evaluative cycles to assist in improving practice.</li> <li>Administration will nurture teacher development to encourage teacher created PD and build leadership capacity by working collaboratively to set standards of quality instruction and effective and purposeful PD.</li> <li>Encourage teachers to be leaders by developing their leadership skills and participating in leadership programs.</li> </ul>			
<ul style="list-style-type: none"> <li>PD tailored to address the strategies for teaching SWD and ELLs</li> <li>Congruence of ESL teachers with General Education teachers</li> <li>Administration and Master Teachers will share best practices at teacher team meetings.</li> </ul>	Teachers	September 2014 –June 2015	Teachers, TDC,
<ul style="list-style-type: none"> <li>Monthly Parent Workshops to support initiatives and parent needs</li> <li>SLT input in revising school’s mission and vision and also the CEP narrative.</li> <li>ELL parent meetings during the scheduled City conference days</li> <li>School messenger to communicate events and deadlines</li> <li>Translated Principal Monthly letter</li> <li>Translated Website</li> <li>Quarterly <u>Coffee with the Principal</u> meetings</li> </ul>	Parents	September 2014-June 2015	Parent Coordinator, Administration, Teachers, Parents
Teacher to teacher scheduled intervisitations, TDC debriefing with teachers, administrative teacher feedback conversations, teacher led PD, Celebration of teacher accomplishments	Teachers	September 2014-June 2015	Teachers and Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher Talent Coach, Teacher Development Coach, i-Ready, Data Analysis Coach books, programming of common planning time, Network support

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> </ul>
--

- Specify a timeframe for mid-point progress monitoring activities.

A mid-point benchmark will be the results of the first Principal's Performance Observation from February 2015. The feedback from the Principal's Performance Observation tool will assist us in monitoring and revising our goals and data from advance will also be used.

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- The MS Quality Snapshot indicates that 91% of the parents are satisfied with the education their child has received.
- 90% of parents are registered on Pupil Path [resource for parents to view daily progress, grades]  
Our attendance rate is 97% which is a positive indication of school environment

Areas in need of strengthening include:

- The Learning Environment Survey 13-14 indicates that 48% of the parents took the survey. This is below the City’s percentage rate of 54%. It would be advantageous to increase the interest of parents in their child’s school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be an improvement beyond the current rate of 48% from parent completion of the learning environment survey as evidenced by closing the gap between the NYC average and school’s average which will build stronger relationships and encourage more family involvement.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Utilizing various articles published in Educational Leadership as well as Leverage Leadership we are able to build stronger relationships with the community.	Parents and students	February to April 2015	Administration, Teachers, Parent Coordinator, Parents

<ul style="list-style-type: none"> <li>The new contract allows for parent communication during the Tuesday. Teachers can meet with parents in teams, AND/OR contact parents with positive messages as well as reaching out to parents on how they can support their children.</li> <li>Teachers update Skedula, the online grading system and parents can view through Pupil Path.</li> <li>Parent shout outs of College and Career Ready messages through phone messenger</li> <li>Parent workshops are planned based on interest surveys and needs.</li> <li>PTA building more opportunities for parents to be involved in school activities: dances, fundraisers, breakfasts, etc.</li> <li>Students will be provided with various motivational techniques to make sure parents respond. Some include: offering a raffle prize to classes whose parents complete before a certain deadline.</li> </ul>			
<ul style="list-style-type: none"> <li>ELL and SWD workshops will be given to assist parents in completing the surveys and registering for Pupil Path.</li> <li>Prior to that, there have been workshops to help the parents of ELLs and SWDs best support their child with class work and homework.</li> </ul>	Parents and students	September 2014- June 2015	Teachers of ESL
<ul style="list-style-type: none"> <li>Parent surveys will be created and given throughout the year to find out needs. Responses will then be used to address concerns and adjustments made.</li> <li>PTA will offer more workshops for parents that will be based on interests: anti-bullying, Exit Projects, Common Core etc.</li> </ul>	Parents	September 2014 – June 2015	Parent Coordinator Administration, PTA, SLT
Coffee Chats with the Principal – PTA surveys and workshops, School Leadership Team developing the CEP and revising the school’s mission and vision statement, PTA activities.	Parents	September 2014 – June 201/	Parent Coordinator Administration, PTA, SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Funding for SKEDULA/PUPIL PATH; funding to maintain School Messenger, Funding to purchase Parent Handbooks on various topics: CCLS, Organization, HW, Bullying etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA	x	Title III	x	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> </ul>
--

- Specify a timeframe for mid-point progress monitoring activities.

In January 2015, a school created survey was given to parents to monitor parent communication response. Parent communication will be ongoing regarding the survey and its completion. We will monitor the response rate to reach out to parents who did not respond starting with first week of distribution in February 2015.

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>                                     |  | Yes |  | No |
| <ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul> |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	Targeted students are determined by the lowest third of the population based on NYS ELA assessments, marking period grades, All ESL and SWD students are targeted for AIS services.	i-Ready.com will provide Common Core aligned instruction, progress monitoring and 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. ESL instruction will concentrate on reading, writing, listening and speaking	Small group instruction one to one online access for students using i-Ready	Before and After school and enrichment for regents classes on Saturday.
<b>Mathematics</b>	Targeted students are determined by the lowest third of the population based on NYS Math assessments, marking period grades, All ESL and SWD students are targeted for AIS services.	i-Ready 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 students. A CCLS aligned 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 school, on Saturdays and during lunch periods
<b>Science</b>	Analysis of prior regents' skills and also MOSL assessments.	Citywide baseline assessments were given to every student. Teachers	Small instructional groups	Before school, on Saturdays and during lunch periods

		analyzed the results of the exams and used the item skills analysis to drive instruction and plan for differentiation.		
<b>Social Studies</b>	Analysis of prior regents' skills and also MOSL assessments.	Citywide baseline assessments were given to every student. Teachers Analyzed the results of the exams and used the item skills analysis to drive instruction and plan for differentiation	Small instructional groups before school and during lunch periods	Before school, on Saturdays and during lunch periods
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated and at-risk students	Counseling sessions both group and individual, deal with academic, social and emotional related issues. Conflict resolution and social skills training are part of the meetings. There are parent and teacher consultations as well as a review of student records and profiles. Crisis intervention and at-risk counseling are recommended during pupil personnel meetings. Supportive services and referrals for community support are also provided. An anti-bullying club also meets after school to discuss positive strategies to make MS 158Q a bully free zone.	Small groups, large groups and individual counseling	During the day and during PD and Tuesday contracted time

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
--	---------------------------------	--	---	----------	--------------------

**Part 2: All Title I Schools**

**2a. 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.

N/A

**2b. 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).

N/A

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. 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).

N/A

**Part 4: SWP Schools Only**

**4a. 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.).

N/A

**4b. 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.

N/A

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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 the school. **[MS158Q]**, 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 the school and the families. The 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 the school community. **[MS158Q]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

**[MS158Q]**, 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

<b>Part A: School Information</b>	
Name of School: Marie Curie Middle School	DBN: 26Q158
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
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

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

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 2

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: Our school has a free-standing ESL program. We provide services for beginner, intermediate, and advanced English Language Learners in grades 6, 7, and 8. The title III funding will provide supplemental services for our ELL population in the following ways: The 2013-2014 progress report indicated that we did close the achievement gap on the New York State ELA and Math state exams. The data indicated that with the test becoming more difficult and with the new addition of two CCLS aligned tasks in the content areas, there is need for more support for our ELLs. We will provide differentiated instruction through small group instruction in the content areas of Math, ELA, and science. This will be done using an ELL approach based on NYS ESL Learning Standards. Students will be taught to listen, speak, read, and write in English for 1) information and understanding 2) literacy response, enjoyment, and expression 3) classroom and social interaction and 4) cross-cultural understanding and knowledge. English Language Learners will be held to the same high expectations outlined in the CCLS. In order to be successful, these students will require targeted instruction as they acquire proficiency in English. We have purchased the new edition of "Getting Ready for the NYSESLAT" for grades 6, 7, & 8. This new edition of "Getting Ready for the NYSESLAT" is aligned to the CCLS. Differentiated items are included throughout the book so that English Language Learners can build on prior knowledge as they approach greater rigor. Activities are scaffolded so as to provide deeper instruction as complexity increases. There is an equal emphasis on writing as there is on reading as well as instruction in improving listening and speaking skills. This instruction will take place early in the morning before school and after school from October 28, 2014 through May 2015 by two licensed ESL teachers paid by Title III funds scheduled in per session. Assessment to evaluate the effectiveness of the program is based on scores obtained on the NYSESLAT in May of 2015. Ms. Vlaco will be teaching 2 hours in the morning from 7:25 to 7:55 am and Ms. Parente will be teaching 2 hours per week in the afternoon from 2:20 pm to 3:20 pm 2 days a week for 25 weeks @ \$50.19 per hour (with fringe). One supervisor will also be paid by Title III funds at \$52.21 for 2 hours a week for 21 weeks for the after school hours only.

**Part C: Professional Development**

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

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

### Part C: Professional Development

- name of provider

Begin description here: Professional Development is ongoing throughout the 2014-2015 school year so that all teachers will understand strategies for working with ELLs throughout their language acquisition process. All classroom teachers will receive the training. The ESL teachers meet with the content area teachers who have high proportions of ELLs in their classes. Teachers will be provided time to work collaboratively to outline curriculum with a language development plan. We scheduled ten days of per diem at the rate of \$ 170.96. per day in our T3 budget for such collaboration/planning session. The teachers will be provided time for collaboration. Additionally, there are several PD conferences scheduled for the school year. We will use collaborative team meeting time to discuss strategies that should be utilized to assist the ELL population. We will also provide meeting times during the school year for the entire staff to discuss the following strategies:

ELL in the content area-September-November 2014 and ongoing throughout the year

Use of graphic organizers-ongoing throughout the year.

ELL strategies and techniques for the Mainstream Teacher-November 2014

Scaffolding Instruction for ELLs in the Secondary Schools- January 9, 2015

Teaching ELL students in mainstreaming classes-November 2014

[Staff development]Professional learning periods each week address specific strategies to meet the needs of the individual subject specialists

ELL congruence meetings monthly between ESL and Mainstream staff.

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

### Part D: Parental Engagement Activities

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

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

#### Part D: Parental Engagement Activities

Begin description here: Research shows that parent engagement impacts higher achievement for students. An ELL Parent Meeting for 1 hour with 2 certified ESL teachers will be held in November of 2014 and in February of 2015 prior to the normally scheduled evening Parent-Teacher Conferences. Topics to be discussed include ELL Program Overview, Report Cards, and Use of "Pupil Path" to monitor student progress, assignments, and grades in school. Other topics include State Math & ELA Exams, NYSESLAT Exam, Promotion Criteria as well as any Questions or Concerns. Parent and Student Workshop Series will also be provided to maintain parent involvement in their child's education. Six hours or per session @ the rate of \$51.51 will be scheduled in the T3 budget for these series since they are after school and additional monies are also scheduled in OTPS for resources. .

Topics included:

Parent Involvement Matters

Parent Guide to Common Core State Standards

High School Information Night

Respect for All: Making NYC Public Schools Safe and Supportive for All Students

Middle School Success Strategies

Communicating with your Teenager Internet Safety and Cyberbullying

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

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

AllCare Provider Service

BiLinguals Inc.

Resources for Children with Special Needs. Parent to Parent.

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

#### Part E: Budget

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

Allocation Amount: \$11500

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>	7652.15	2 teachers@ 2hrs. week ea.for before and after school program/parent meetings $4 \times \$51.61 \times 20 \text{ wks} = \$4128$ 1 supervisor= $2 \times \$52.84 = \$105.68$ (17wks) 10 days articulation= $10 \times \$170.96$ \$1709.60
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>	3847.85	\$2384.85 purchase 'Getting Ready fo the NYSESLAT' for grades 6,7,8  \$1163.00 paper and material supplies
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$11200</b>	<b>11200</b>

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

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

DBN: 026158 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**

---

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**

---

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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

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 [i](#) 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>
--	-------------	----------------------	-----------	---	--------------

# 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	59	0	0	12	0	0	7	0	1	78

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	59	0	0	12	0	0	7	0	1	78
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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	
	ELL	EP	ELL	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	
<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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>29</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78</b>

## 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
Intermediate(I)							6	9	9					24
Advanced (A)							13	11	11					35
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>29</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>78</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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 [AMAQO 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 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 of 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 literacy 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. *①*  
After reviewing the Parent Survey and Program Selection forms for the past few years, there is a predominant choice (95%) of freestanding ESL. This choice has been consistent for many years. Therefore, the program model offered at our school is aligned with parent requests as the trend shows that the parents overwhelmingly prefer ESL classes integrated with mainstream programming.

## Part V: ELL Programming

### A. Programming and Scheduling Information



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?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- 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.

- 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.

- 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.

- 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.

- 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 activities. 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 ⓘ

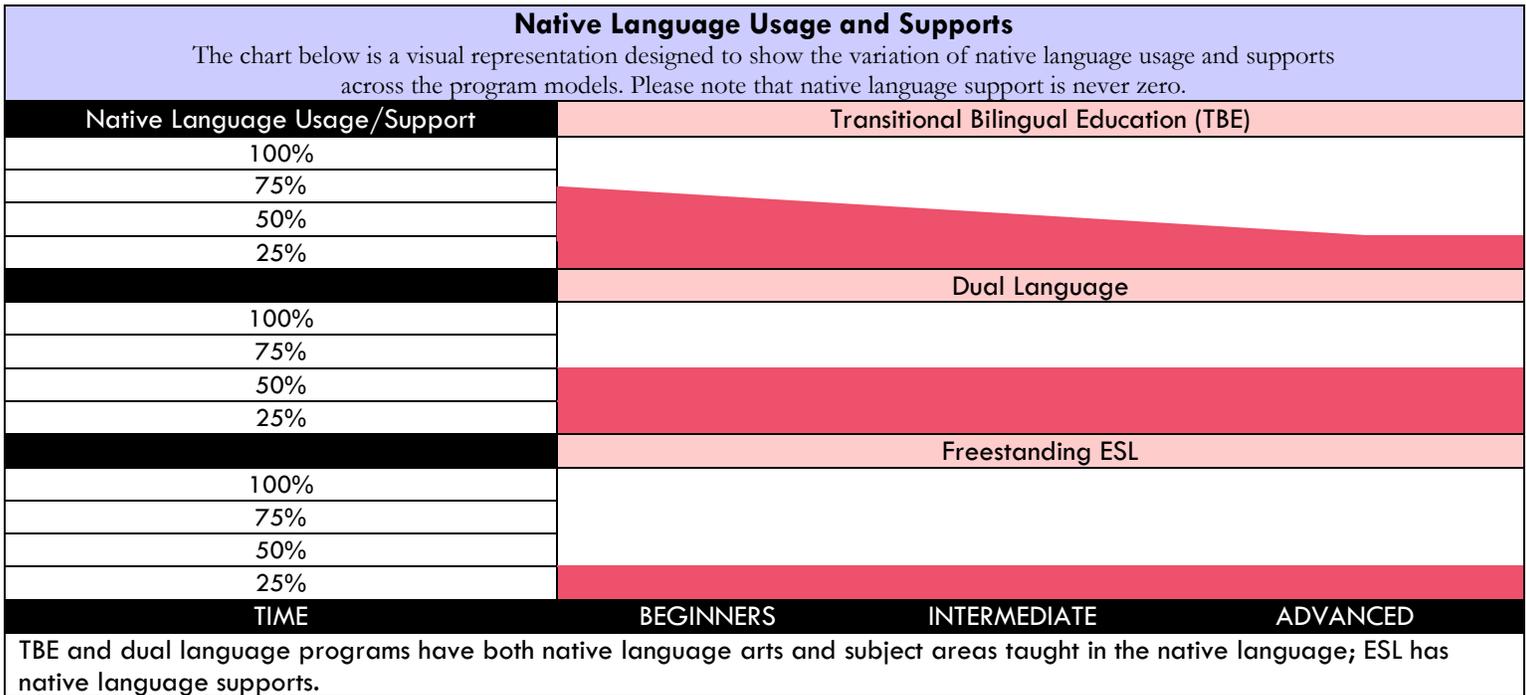
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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