

2013 - 2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE MARIE CURIE SCHOOL
DBN (i.e. 01M001): 10X237
Principal: RODNEY FISHER
Principal Email: RFISHER2@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Rodney Fisher	*Principal or Designee	
Daniel Reese	*UFT Chapter Leader or Designee	
Lutrell Viviens	*PA/PTA President or Designated Co-President	
Greg Bess	DC 37 Representative, if applicable	
Chelsea O'Neil Shaquira Salcie	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Adhana Guggino	Member/ Teacher	
	Member/ Administrator	
Idell White	Member/ Parent	
Diane Morales	Member/ Parent	
Rosaura Peguero	Member/ Parent	
	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015 there will be a 3% increase in student graduation rate compared to the baseline of 68% from June 2014..

Comprehensive Needs Assessment

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

As part of the graduation and college readiness planning, we reviewed cohort Q student transcripts to determine both graduation and college readiness levels of our students. We looked at Regents and credit accumulation to determine how many and which students were on track, almost on track, and off track for graduation, and for the subgroups of Regents and credit accumulation.

Instructional Strategies/Activities

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

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

1. Activity: Individualized student schedules reflect the courses needed to graduate on time..
2. Activity: Content support classes; credit recovery courses and units;
3. Activity: Regents prep classes
4. Activity: Conferences and counseling session with senior advisor, administration, guidance counselor, teacher advisors

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

1. Administration, guidance,
2. Subject area teachers, support staff, senior advisor, guidance, subject teachers, administration
3. Content teachers
4. Senior advisor, guidance, teacher advisors, administration

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

1. Student schedules are filled with required senior courses and make-up courses before students can opt for electives. Senior advisor and guidance, supported by teacher advisors and administration meet with off track students monthly to monitor progress and provide encouragement.
2. Students apply use of graphic organizers, demonstrate application of reading strategies (drawing conclusions, making inferences, interpreting quotations, etc.), critical thinking and written expression to independent reading and writing tasks in each unit. Teachers and students use rubrics to analyze and evaluate student work, provide feedback. Teachers monitor progress and incorporate student needs into subsequent lessons. Coach and administrators meet with teachers individually and in departmental/grade level groups to observe, evaluate, and provide feedback on instructional practices.
As determined by student request, student need determined by student performance, teachers work with small groups and individuals on specific skills to support the student development and raise achievement levels
3. Small group instruction to provide review, practice, feedback for students who will be sitting for the various Regents. The topics include test language, reading skills and strategies, writing organization, developing the topic from introduction to conclusion, as well as content area knowledge. .Students will use online support programs, i.e. Castle Learning, for Regents Prep, both in school with teacher guidance/support and at home.
4. Progress monitoring sessions with senior advisor, guidance, teacher advisors and off track students. Adults will also follow student progress using Skedula and meetings with other subject teachers.

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

1. Ongoing throughout the school year
2. During each marking period, as needed by students throughout the school year
3. After school and on Saturdays for 4 – 6 weeks prior to January and June Regents administration periods
4. Weekly/monthly as needed based on report card grades and data review from Skedula and teacher information

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

1. FSF to cover teachers' salaries, Title I funds for per session funds to cover teacher per session for additional time-on-task, Title III for per session for ESL teacher to provide support for ELLs to improve English skills in the content areas.

Strategies to Increase Parental Involvement

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

Subject teachers and teacher advisors will make phone calls to parents of students having difficulties to encourage parents to enroll students in the various support programs and to discuss student performance and progress. Parent coordinator will contact parents to arrange appointments with teachers to strategize cooperative methods of supporting student learning. Parent coordinator will arrange workshops for parents related to promotional and graduation requirements and graduation topics as needed. Parents will receive written notification to enroll students in Regents prep programs and also automated reminders about Regents prep session times.

Budget and Resource Alignment

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

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

Title I SWP; contract for excellence; NYSTL; Title III

Goal and Action Plan #2

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

Annual Goal #2

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

75% of the students with at least 75% attendance, enrolled in 2 or more social studies classes, will earn at least 2 social studies credits by June 2015, an increase of 1% from June 2014.

Comprehensive Needs Assessment

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

When reviewing student records, we discovered problems with the credit accumulation patterns. We noticed a significant number of students not on the grade level corresponding to their GEC. We identified an increasing number of students not advancing to the next grade level because they are not earning enough credits to move ahead a grade level, despite the fact that some of them earned the minimum of 10 credits. When we looked for progress on the transcripts and report cards, we determined that social studies is a high needs content area since social studies has the highest number of required credits and the greatest specificity of required courses.

Instructional Strategies/Activities

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

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

1. Activity: Professional development in the form of coaching & modeling will directly support classroom teachers to improve unit and lesson planning, as well as lesson delivery, to better meet the needs of students.
2. Activity: Teachers will implement the new unit and lesson plans, utilizing the strategies and skills from the demo lessons and PD sessions to raise student achievement; They will incorporate more time for small group instruction and conferences with students. Based on student outcomes on exams, quizzes, homework, labs, etc. differentiated activities will be more purposeful.
3. Activity: We will provide additional time on task for students having difficulty mastering social studies skills and content. We will provide one-time and on-going sessions to answer questions, provide homework help, make-up class time, build background knowledge, depending upon student need

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

1. A literacy/social studies coach will lead department meetings, model lessons and co-teach in classrooms, and debrief individually with teachers to improve classroom instruction.
2. Gen ed teachers and special ed teachers & ESL teacher will use common planning time to more effectively analyze and strategize how to best serve students, to design materials, i.e. adapted texts, graphic organizers, to support student learning. A literacy/social studies mentor/coach will support teachers in improving instruction, dedicating time to unit and lesson planning and data analysis, as well as classroom demonstrations and co-teaching.
3. Social studies teachers; attendance team will work on resolving attendance issues to increase time on task; parent coordinator will reach out to parents to have them encourage students to participate in support opportunities

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

1. Administrators will conduct both formal and informal observations to evaluate teacher practice using domains 1 and 3 for planning and instructional strategies.

- Teachers will monitor student progress using Skedula records of completed tasks, grades and attendance. They will have conferences with students, both in and out of class. Social studies coach will work in the classrooms with teachers to improve the literacy/social studies connections needed to increase the rigor and raise the achievement levels and administration will support teachers to make better use of common planning time, create better rubrics, find/create better resources to support student learning, and incorporate higher level and differentiated activities to lead to higher achievement levels. Guidance counselor will monitor student success in social studies classes and do follow-up conferences with students who are not successful. ESL teacher will work with ELLs during class and in after school programs to support English language development to access the academic content.
- Teachers will monitor student progress by reviewing student work, providing feedback to students, evaluating student use of social studies materials, analyzing report data/methodology, etc. reviewing grades in Skedula, assigning additional opportunities for mastery using Castle Learning, and other online sites.

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

- Weekly social studies meetings from September through June; department planning days from November through May;
- Common planning time from September through June will be used for aligning materials, differentiating instruction, data analysis, planning strategies for improving student achievement
- December & January after school and Saturday sessions for January Regents, May & June after school and Saturday sessions for June Regents; C6 teacher assignments weekly throughout the school year

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

- Title I funds for Teachers College mentor/coach; absence coverage for planning days
- TASK Tuesdays/Thursdays for departmental work, curriculum planning, item analysis, absence coverage funds for substitutes, Per session funds to cover teacher per session
- Title III for per session for ESL teacher to support ELLs in completing SS assignments and language development to access SS content.

Strategies to Increase Parental Involvement

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

Social studies teachers and teacher advisors and guidance counselors/social workers will talk to students having difficulties and then make phone calls to their parents to encourage parents to enroll students in the various support programs and to discuss student performance and progress. Parent coordinator will contact parents to arrange appointments with social studies teachers to strategize cooperative methods of supporting student learning. Parent coordinator will arrange workshops for parents related to promotional and graduation requirements and other social studies topics as needed.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Title I SWP; contract for excellence; NYSTL;

Goal and Action Plan #3

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

Annual Goal #3

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

There will be a 5% increase in enrollment in AP and other college level classes, as well as higher level HS courses, i.e. physics, statistics, pre-calc, of 7 students from 128 in 2013 – 2014 to 135 students for the 2014 – 2015 school year.

Comprehensive Needs Assessment

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

We noticed that too many students are settling for meeting minimum graduation requirements and not attempting more difficult classes. Those taking AP exams in ELA and bio were not scoring at least a 3 on the AP exams. To change the culture, increase college readiness, we decided to provide more opportunities for higher level and rigorous courses, including adding an additional AP course each year, and encouraging more students to enroll in AP courses and off-site college courses, including College Now, to reach their full potential. As part of this plan, we applied and were accepted into APEX, AP Flexible Initiative. We are also using the College Counseling services provided by MMCC.

Instructional Strategies/Activities

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

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

1. Activity: 8 all-day professional development sessions for AP Bio, AP US History, AP ELA, and AP Statistics teachers to improve instruction, including unit & lesson planning, using essential questions, looking at student work, and examining/analyzing data to raise student achievement levels
2. Activity: Science course students will participate in comprehensive lab work at college level
3. Activity: Use of technology for student support, reinforcement, practice, test prep
4. AP test prep/review sessions to work on test language, rigorous, detailed responses, organization, review of course topics,

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

1. APEX personnel, F-status coaches/mentors, Teachers' College mentors, school administrative staff, through direct PD sessions, classroom observation feedback; small group seminars working with mentor papers (sample AP exam answers)
2. APEX personnel for PD/mentoring/support and lab materials
3. Access to University of Texas Homework website, access to Castle Learning, access to NMSI online teacher resources
4. APEX personnel from NMSI, College Board, mentors, school staff

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

1. Self-reflection, feedback from APEX personnel, classroom observation feedback, mock AP exam results
2. Analysis of student work, feedback provided for revisions, comparison between lab reports to determine movement to higher levels of analysis and understanding of topics measured, student self-reflections; student ratings on applicable AP exam questions
3. Teachers will monitor student log-in, track student usage data, review achievement reports
4. Teachers will monitor attendance records for student participation, review tasks completed and provide feedback, use rubric to compare results over time

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

1. During the 2014 – 2015 school year: 3 classroom observations per year; mock AP exam results in fall and spring;
2. Lab report submitted at conclusion of each lab assignment completed throughout year
3. Online sites will be used throughout the year as part of homework assignments, practice, test review, assessment
4. October, November, January, February, March, April, May sessions offered by NMSI, Additional Saturday and after school sessions in spring 2015

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

1. Per session rate for F-status staff, OTPS funds for Teachers' College support, per diem rate teachers for coverages for school day PD sessions, APEX supplied lab materials – no charge,
2. APEX supplied lab equipment – no charge; funds for additional lab materials required for completion of AP course
3. University of Texas website access funded by APEX, school purchased subscription to Castle Learning using OTPS funds, NMSI resources covered by APEX
4. Per session funds for school staff to conduct sessions; APEX funding for staff PD and additional sessions and test prep materials

Strategies to Increase Parental Involvement

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

Parent-student meetings related to graduation requirements, college readiness, AP courses will be held in December 2014 and March 2015 to inform parents and students about programs and the road to college admissions/acceptance, as well as the benefits, financial, and academic, for enrolling/succeeding in AP courses and other college level programs. Guest speakers will be invited to address the parents to increase their understanding and participation in the process. The parent coordinator will communicate with parents via mail, phone, email to encourage participation in these meeting, as well as other parent meetings taking place throughout the year. We have been accepted into PACE, as part of an APEX grant to support parent involvement and we will take advantage of the trainings and opportunities afforded by this program to increase our parent involvement levels.

Budget and Resource Alignment

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

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

Title I SWP; NYC AP Expansion Initiative grant; contract for excellence

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 75% of the students who average 70% to 80% attendance from September 4, 2014 through October 2014 will increase their attendance rates by 2 percentage points to 72% to 82% by June 2015..

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 When we analyzed last year's school attendance rate and patterns, we were under 90% and too many students were in the 70% - 80% range, decreasing the seat/learning time impacting negatively on academic progress. Conversations between the attendance team and classroom teachers identified patterns, issues, and problems that needed addressing. They will collaborate to improve student attendance and raise achievement levels.

Instructional Strategies/Activities

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

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

1. Activity: Attendance team will serve as mentors to groups of 7-8 targeted students. Mentors will conduct weekly check-ins with each assigned mentee in order to establish a positive student-adult relationship. Teacher advisors will serve as mentors for their advisees.
2. Activity: The attendance teacher and guidance counselor will conduct bimonthly recognition meetings and in-service workshops with students in the targeted group. The in-service workshops will include attendance improvement strategies as well as organization and academic study skills
3. Activity: We will increase parent participation in the education process. Teacher advisors and the Parent coordinator will contact parents, arranging for conferences with teachers where necessary. Attendance teacher will make home visits for conferences with parents

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

1. Attendance team, including attendance teacher, guidance counselor, social worker, assistant principal, parent coordinator, school aide, and teacher advisers
2. Attendance teacher, guidance counselor, teacher advisors
3. Parent coordinator, attendance teacher, teacher advisors

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

1. Data specialist will provide reports from ATS, Stars, Skedula on student attendance and performance. Team will monitor student progress by reviewing attendance reports (RISA), student progress reports, Skedula, conferences with classroom teachers, and student feedback in conferences and on qualitative surveys
2. Attendance teacher and guidance counselor will monitor attendance records for student participation and track student usage of study skills based on student feedback on qualitative surveys and performance in subject classes;
3. Attendance team will review the data and determine which parents need to be more involved, create lists for phone calls, conferences, home visits

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

1. November 2014 through June 2015 on a weekly basis
2. November 2014 through June 2015 on a bi-monthly basis
3. November 2014 through June 2015 as needed, based on the data

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

1. Funds for F-status data specialist, per session funds for after school parent conferences and home visits
2. Funds will be set aside to provide bi-monthly pizza parties for students with improved attendance as well as purchase recognition certificates and other miscellaneous recognitions
3. Meeting time for attendance team and administration; Per session funds for attendance team members, school aides, teachers

Strategies to Increase Parental Involvement

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

The parent coordinator and guidance staff will support the attendance teacher in parental outreach to involve the parents in their child's education. Teacher advisors will use the contractual weekly outreach time for calling/meeting with parents. The parent coordinator will arrange workshops for parents on Skedula to teach parents how they can track student daily attendance, and attendance, homework, tests, quizzes, etc. for each subject. Parents will acquire email accounts and use these addresses to communicate directly with the teachers. She will facilitate parental conferences to support parents to improve student attendance. School Messenger will be used to

communicate daily with parents about student absence and lateness. The attendance teacher will make home visits to discuss attendance patterns and problems with parents and facilitate communications with other team members.

Budget and Resource Alignment

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

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

Title I SWP; parent coordinator funding;

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Higher reading levels Increased content knowledge and test taking skills	Achieve 3000 Small group instruction	<ul style="list-style-type: none"> • During the day • During the school day & after school
Mathematics	Test prep in content area Test taking skills Common core tasks	Small group instruction Small group instruction Saturday Math Academy	During the school day & after school During the school day & after school Saturdays
Science	<ul style="list-style-type: none"> • Hands-on lab work • Content area support • Content area support 	Small group Small group/tutoring by med school students Saturday Science Academy	Saturdays at NYU Medical Ctr After school Saturdays
Social Studies	<ul style="list-style-type: none"> • Content area support • Test taking skills • Elective courses 	<ul style="list-style-type: none"> • Small group • Small group • Additional instruction/time on task Castle Learning	<ul style="list-style-type: none"> • During the school day & after school • During the school day & after school During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Organizational & study skills, time management, goal setting	Small group, one on one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The first step in finding highly qualified staff to interview is to create a posting which is sent to the network human resources liaison who also guides us to a certification specialist so that we will be sure that our candidates meet this important criterion. The posting is listed on the New Teacher Finder. We use the Access Tracking System and the Open Market Teacher System to locate a pool of candidates for interviews. We do outreach with the education departments in various local universities. Additionally, school representatives attend DOE hiring fairs in search of the best candidates.
As part of the interview process, we collect resumes for review, select candidates for interviews and follow-up demo lessons. Students are asked for feedback which is used as part of the decision making process. We check references, review pertinent documents including portfolios, previous lessons and units.

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).
Once hired, we encourage all staff to continue learning and growing professionally and we support their efforts in their classes. We make them part of the team and incorporate their interests when planning extracurricular activities. Building capacity and encouraging them to join committees, participate in lunch and learn activities, facilitate meetings based on their expertise, use restorative justice, take on leadership roles, are all important aspects of our professional development and teacher retention.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and to close the achievement gap.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During the summer a team of teacher volunteers met to discuss and study the various options available to narrow down the choices which they presented to the staff during the opening days of the school semester. Then the MOSL team met with the principal to finalize the decisions. The Growth Model was selected and professional development will be ongoing throughout the year, using Network personnel, administration, staff with areas of strength to share, relying on Danielson and assessment questionnaires for support as well.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, health related topics, 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, and online support programs and information portals;;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings 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 and arrange for interpretation services for other languages; ;

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

- 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;
- participating in programs/events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar or web publication designed to keep parents informed about school activities and student progress;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives at 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.

DBN: 10X237

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	\$375,428.79	X	6, 7, 8, 9, 10, 11
Title I School Improvement 1003(a)	Federal	\$16,961	X	6, 7, 8, 9, 10, 11
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200.00	X	6, 7, 8
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,147,493.00	X	6, 7, 8, 9, 10, 11

¹Explanation/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.

²The **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.



Department of English Language Learners and Student Support

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<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.

Part A: School Information	
Name of School: The Marie Curie High School	DBN: 10X237
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 28
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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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 Title III ESL program strives to improve the English speaking, listening, reading and writing skills of our English language learners using the school's health focus as the overarching theme. The 28 9th - 12th grade high school students, intermediate (24) and beginner (4), will meet with the school's ESL certified teacher weekly for two hours and 20 minutes each on Wednesdays and Thursdays, from 2:40 - 5:00 for 31 weeks from October through June and for three hours, from 9:00 to 12:00 on 14 Saturdays, 7 in the fall and 7 in the spring, in the weeks prior to Regents exams. This will be about 176 hours @ \$50 per hour for a total of \$8800 for direct instruction. Using the ATS reports from the most recent NYSESLAT scores for the 4 subtests, in conjunction with other formative assessments, including Scantron, Achieve3000 reading test, and other classroom assignments, the units and lessons are designed to raise the students' achievement levels. To improve reading comprehension and writing skills, the students will be working on vocabulary development through lessons on recognizing prefixes, suffixes, root words, using cognates and context clues. Lessons will incorporate various grammar skills, including subject - verb agreement, use of pronouns, , forming questions to improve speaking and writing skills. To support students in accessing grade level content, there will be lessons on acquiring background knowledge, as well as using the this material in Socratic seminars, small group discussions, debates to improve speaking skills in a safe environment. The same materials will formulate the basis for various writing assignments to allow the students to apply the skills they are learning. The students will apply teachings from The 7 Habits of a Good Reader to practicing note taking, scanning, identifying the main idea, drawing conclusions, making inferences, etc. The students will conduct and participate in interviews which will require reading and writing in preparation for speaking. Students will work with graphic organizers, visual aids, charts, and an assortment of print materials, including newspaper and magazine articles, teacher created packets, and book excerpts, as well as computer and web based programs (Achieve3000, Youtube) to support their language development. Assignments are science, health, and medical based, but also include aspects of the students' backgrounds and cultural heritage. The Saturday sessions will concentrate on Regents Prep topics, including language of the test for the varous content area exams, as well as vocabulary in context, responding to essay questions, etc.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: The PD allocation will be used to provide professional development for our ESL certified teacher, as well as our major academic content area teachers who teach ELLs, on ESL strategies to improve classroom instruction, in addition to the after school Title III program. A school goal is to focus on developing leadership capacity in the building. Consequently, our ESL certified teacher needs to be supported to build her capacity to lead professional development for content area teachers in ESL strategies. This would include coaching, lesson planning, formative assessments, co-teaching models (partnerships between the ESL specialist and the academic content area teachers), etc. The support will be provided by the Network specialists and ESL vendors who can be at the school on a more regular basis. Outside vendors will be contracted to provide on-site professional development in implementing support strategies for the ESL teacher to improve classroom instruction as well as the after-school program. This will supplement the support provided by the Network achievement specialists. In addition, group sessions on making content more accessible to ELLs will be planned to include the content area teachers, in addition to the ESL teacher. Sessions will include, but not be limited to scaffolding instruction through adapting texts, using graphic organizers, phonemic awareness, identifying context clues, etc. Specific topics will include: How to breakdown complete texts for ELLs; ESL strategies for content area teachers; How to increase academic discourse for ELLs; How co-teaching models work. We are allotting about \$2400 for professional development.

Part D: Parental Engagement Activities

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

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

Begin description here: In addition to the multiple parent outreach programs for its entire population, the school provides an ESL welcome session, informational meetings, and letters as well as in person and telephonic conversations with the families of ELL students in order to notify them of their program choices. When necessary, the school staff or the DOE translating services provides translation in multiple languages, and it is standard procedure to translate communications into Spanish. The DOE has now a built time in the weekly schedule consecrated to parents outreach. The ESL teacher uses this time to communicate with the parents of ELL's regarding progress or issues relevant to the students

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X237 School Name: The Marie Curie High School

Cluster: 4 Network: 02

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

Part A: Needs Assessment Findings

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

The ATS reports on parent language, home language surveys, and the blue emergency cards are reviewed to determine the language needs of the parents. There are 407 homes where at least 1 adult speaks/reads English and 183 homes where there are no English speaking/reading adults, including 165 Spanish speaking/reading homes, 3 Albanian speaking/reading, 5 Bengali, 3 Arabic, 2 Fulani, and 1 each of Akan, Chinese, Soninke, Urdu, and Twi.

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

There are 407 homes where there is no need for translation/interpretation and 183 homes where there is a need for translation/interpretation. 165 of the homes require translation/interpretation in Spanish, 3 each for Albanian and Arabic, 5 for Bengali, 2 for Fulani, and 1 each for Akan, Chinese, Soninke, Urdu, and Twi.

Part B: Strategies and Activities

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

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

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

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

The staff includes a bilingual Spanish parent coordinator, 3 certified Spanish teachers, and for bilingual Spanish, 2 paras, 2 school aides, and 2 teachers. These staff members provide oral interpretation services to support their colleagues and administration in conferences, telephone calls and other oral communications. We also have 1 certified French teacher and 1 staff member who speaks French who do the same.

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

Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as interpreters at any other meetings where school staff is not present.

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

The welcome sign in various languages with the translation and interpretation services information is posted in the hallway outside the main office, in a prominent spot, highly visible to all visitors to the school. The phone number for the Interpretation and Translation Unit is available in the main office and will be used when necessary for visitors who don't speak any of the languages spoken by our multilingual school staff. We have the names and schools of staff in the Bronx who are available to translate in 11 languages. For any languages not supported by the Translation and Interpretation Unit, the school will use TL and/or Title I translation funds to cover the cost of contracting with an outside vendor, such as Legal Interpreting Services or The Bigword, to provide services to meet the needs of these parents/guardians.

**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 10	Borough Bronx	School Number 237
School Name The Marie Curie School		

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 Rodney Fisher	Assistant Principal Peta Williams
Coach Barbara Walsh	Coach Courtney Brown
ESL Teacher Marie Ange Ndiaye	Guidance Counselor Jessica Edwards
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Judy Veras
Related Service Provider Tanya Dale	Other Ronald Singh
Network Leader(Only if working with the LAP team) Cristina Jimenez	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	579	Total number of ELLs	54	ELLs as share of total student population (%)	9.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										3	2	2	2	9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	3	2	2	2	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	31
SIFE	9	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	39

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	9	6	3	6	2	3	39	1	25	54

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		
Total	9	6	3	6	2	3	39	1	25	54
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
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										28	11	8	2	49
Chinese														0
Russian														0
Bengali										1	0	0	0	1
Urdu														0
Arabic														0
Haitian														0
French										0	0	0	1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	0	2	0	3
TOTAL	0	30	11	10	3	54								

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	1			6
Intermediate(I)										14	5	4	1	24
Advanced (A)										11	5	6	2	24
Total	0	30	11	10	3	54								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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					0
7					0
8					0
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									0
7									0
8									0
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									0

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	8		2	
Integrated Algebra	17		9	
Geometry	2		1	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	3		1	
Living Environment	23		8	
Physics	0		0	0
Global History and Geography	17		7	
US History and Government	10		0	
Foreign Language	3		2	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.
Tools for early assessment: writing - 1 page essay and a writing survey; reading - Achieve 3000 level test; mixed - NYSESLAT & MOSEL; speaking - conferring
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The teachers learned that none of the ELLs are meeting standards and that there are very few approaching standards, which means that the majority fall far below standards. The ESL levels are not aligned with the grade level expectations. Students may be higher level ELLs, but they are still struggling to meet grade level expectations, including passing Regents exams.

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

Students have higher achievement levels on the listening/speaking sections than on the reading/writing sections. Consequently, more emphasis is placed on these skills when developing ESL class offerings, as well as the activities which incorporate the skills and strategies needed.

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?

Since we do not have a bilingual program, our students do not take tests in the native language. In some cases, some students use a Regents exam in Spanish as a supplement/support for their test taking in exams that are literacy based, such as social studies. Grade level does not appear to have an impact on student success. The bigger factor is the number of ELLs with IEPs, over 50%. The disabilities impact the students' abilities in reading and writing. In addition, over 70% of the students are long-term ELLs. The school administers the ELL Periodic Assessment; however, this is not highly regarded tool since it appears to be the same test administered annually and it is not indicative of student results on the NYSESLAT.

In order to support the individual needs of our students, we utilize the Achieve3000 program 3 times weekly and for homework assignments. Achieve3000 is a differentiated online instruction used to improve the students' reading and writing skills. Each marking period, the goal is to complete 40 activities with 75% or above. With the program, we are able to explore different types of careers, especially in the medical field. Achieve3000 is a valuable too as ti not only adapts to the student's level, but also produces regular assessment that si both valuable to quantify progress and helpful to drive instruction. The teacher selected texts follow the global history curriculum. Students are also able to self-select texts as research has shown that students are more motivated to read when the material is of interest to them. We also have a mandatory afterschool program to help students in smaller group settings where we are able to address some of the challenging needs of our ELL population. We meet twice weekly for an hour and a half to work specifically on the areas of speaking and listening. Students are prompted to express themselves and listen to others in a positive environment. Students are taught skills that will help them with standardized tests, graduate high school, prepare them to succeed in college, in their careers, and become contributing members of society.

Both during regular instruction and in the various supporting programs, we utilize the students' personal and cultural experiences. When possible, we integrate their native language and cultural backgrounds.

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](#).)

We use the results to drive and differentiate instruction according to the students' particular needs. The students are grouped homogeneously or heterogeneously depending on the activities.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- Other than English, the language used by most of our school poulation is Spanish. The ESL teacher is a French speaker with a basic knowledge of Spanish, German and Italian vocabulary and grammar. She is able to compare and contrast their structures with the English language. She has studied linguistics and has an extensive knowledge of various cultures in South America, Africa, Asia, and Europe. Students are regularly prompted to refer to their language as a resource for comprehension and positively reminded of the value in being bilingual and bicultural. When necessary, literature, glossaries, videos, and other resources in Spanish are offered to students. Some ELLs with disabilities work with a paraprofessional who supports them by breaking down the activities. When needed, the work is translated into the native language.

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

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- We monitor student progress to determine program success. We run reports in ATS, Stars, review report cards and transcripts, student performance in class via Skedula.

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](#).)
The parents of all new admits receive a registration packet to complete, which includes the HLIS, prior to meeting with the guidance counselor and other staff members, including the SE coordinator, the ESL coordinator, depending upon the documents and information gathered by the guidance counselor. The admission forms are reviewed, as well as all pertinent documents, including report cards and transcripts. The guidance counselor interviews all new admits to get a better understanding of the student needs and if the HLIS warrants it, the new student is also interviewed by the ESL coordinator, with a translator, where necessary/possible. The data specialist, a bilingual pedagogue, licensed in Spanish and French, with an ESL background, supports the process. The phone numbers of the translation office are available when additional support is needed. The data specialist checks the computer records for prior enrollment in the NYC schools and previous testing results, referring to the various ATS reports, including RLER, RLAT, RELR, RYOS, HIBE, RNMR. Then the determination is made as to whether to administer the LAB-R. Depending upon the results, a class assignment may be made. In the meantime, the guidance counselor and the parent coordinator explain all available city and school programs and show the video to the parent in English or the native language. Questions are answered. The parents complete the Parent Survey and the Program Selection forms during the registration process. If required, the LAB-R and the Spanish LAB are administered the next day. Scoring is done immediately and a determination is made immediately about need for services. The student is placed in a class with the ESL teacher and an individual schedule is created meeting the student's academic needs, and additional small group elective classes to meet the prescribed number of ESL/ELA minutes required depending upon the student's score and length of time receiving services. Parents are informed that if they do not complete and submit the Parent Program Selection Survey, the default program is the traditional bilingual program. The registration team, including the guidance counselor, bilingual data specialist, ESL coordinator, and parent coordinator, are responsible for ensuring that the parents complete all forms, including parent survey, selection form, entitlement and placement letters. Then the data specialist completes the ELL Parent Choice Update (ELPC) in ATS. Everything is completed within the 10-day time frame. If a parent requests a program that the school does not have, this is explained to the parent; the student is placed in an ESL class for the meantime; the registration center is notified that the parent wants a program not available at the school and will be waiting for a new assignment to a school offering the desired program. If this is needed, the guidance counselor will maintain communications with the registration center and the parent until a transfer to a school with the requisite program is arranged. In the past, the parents have requested the ESL program that the school offers.

In the spring, the NYSESLAT is administered to all ELLs by the ESL teachers (L. Fettner and M. N'Diaye), as per the testing regulations. Eligibility is determined by the teachers' caseloads, created by using the RLAT results and the ATS eligibility report. A calendar of testing dates is explained to the students and sent home to the parents. The exam is administered usually over the course of three days with Listening and Reading on one day and Writing on another. The Speaking portion is administered individually to students. School Messenger is used for reminder phone calls. At the end of each test administration session, the attendance/sign-in sheets are reviewed. Make-up exams are scheduled/administered to absent students. School staff (Supervising School Aide R. Rivera & Social Worker - T. Dale) make phone calls and the attendance teacher (E. Ortiz) visits the homes of students with poor attendance to ensure their presence on testing days. In the summer, when the results are available, they are reviewed to determine placement for the new school year. In addition, the ESL teachers review the subtests and create goals for the students to be implemented through language objectives in all disciplines.

In the fall, the ESL team, including the ESL service providers, the AP for ESL (P. Williams), and the bilingual data specialist, ensure that entitlement/placement letters are sent home to the parents of all ELLs, as determined by the ATS reports for eligibility and scores, informing the parents of the latest test results and the current proficiency levels, explaining the benefits of continuity of program services and ESL providers contact parents of ELLs to review the types of programs and their benefits. In addition, a parent meeting is held in September/ October to review the programs available. Parents are asked to sign and return the forms to

the ESL teachers. The ESL teachers make phone calls to the parents to remind them to send the forms in. If the forms are still not returned, the attendance teacher visits the home to get the signed form. Two (2) copies of the forms are made, with one being placed in the cumulative record and the other given to the assistant principal for her student records file. The original is maintained by the ESL coordinator in her files on the ELLs. The ESL Service providers are responsible for distributing and collecting the continuity of services/placement letters.

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

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.
The school provides a welcome session, informational meetings, and letters, as well as in person and telephonic conversations with the families of ELL students in order to inform them of their program choices. When necessary, the school staff provides translation in multiple languages, and it is standard procedure to translate communications into Spanish. See above
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 [\[see tool kit\]](#).)
See above:
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.
See above
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.
As with all standardized testing, the test coordinator (Mrs. Williams) works with a team to schedule the exam. The students are scheduled based on IEP status. We have separate rooms for students with separate location, questions read, scribes, etc. based on the IEP modifications. Students are scheduled individually for the speaking test and this is done in a private setting. The other sections are administered in classrooms.
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**
Upon reviewing the Parent Survey and Program Selection forms, we have determined that the ESL program we offer is what is needed in our school. Parents usually choose our school because they are looking for an ESL program.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational model is departmentalized and is heterogeneous

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL students have multiple 45 minute sessions per day of ESL designated course work as per the CR 154

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.

The only instructional model used in our school is the English as a Second Language model. The ESL teacher provides instruction in global studies and ELA using ESL methodology. The instructional differentiation is based on the result of various formative and summative assessments such as the NYSESLAT, interim exam, scantron, Achieve300 reading test, and multiple classroom assignments. The strategies used to deliver instruction are diverse and include, but are not limited to:

homogenous and heterogeneous grouping; small groups; cooperative learning and community building; collaborative posters; description; and dialogue writing; note taking; double entry journals; project based learning and hands-on projects; predicting; main idea identification; guided reading, shared reading, silent reading, reading aloud, multi-voice reading, reading with a focus; reciprocal teaching and re-teaching; questioning technique; vocabulary preview; vocabulary acquisition/development and review games (puzzles), tests, and quizzes; quick write; reading and writing process; scanning; outlining; self-assessment; study skills; AFL (assessment for learning); interviews; jigsaw; charts; graphic organizers; visual aids; technology (computers, smartboards, etc.) provide students with the opportunity to practice listening, writing, reading, and language development; computer programs, such as Achieve3000, Castle Learning, etc.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Glossaries and translations in Spanish are available for students during instruction and evaluation. Small group instruction provides a safe, comfortable environment for ELLs to use the English language. They learn and use new vocabulary and ask questions. Bilingual professionals are available to assess students in Spanish and French.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teachers use both formal and informal assessments throughout the semester to evaluate student progress in all 4 modalities. The computer software program provides teacher reports to enable the teachers to monitor student progress in Achieve 3000. The teachers meet with a coach for self-evaluation of the instructional goals and for planning lessons to promote progress based on the information from the student evaluations.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The Marie Curie School is a small school with a diverse population with a myriad of needs. Because we are small we know each student well and have a thorough understanding of their individual needs. On the other hand, because we are small, we have to find ways to meet the students' needs through differentiation and flexible grouping. We are using a free-standing ESL in the content area model to support the English language development and social studies, the most literacy heavy and most difficult content area. Since 72% of the ELLs are long-term, they require ELA from the English department as well as the services of an ESL teacher, to support the grade level preparation for the ELA Regents. 57% of the ELLs have IEPs and require services provided by a special education teacher, in conjunction with the ELA teacher, for the higher skills level needed for meeting standards on the ELA Regents. 12 of the students are mandated for

speech services and the speech teacher works on vocabulary and language development as well, both in a push-in and pull-out model to complement and supplement the ESL services, above and beyond the mandated ESL/ELA minutes that the students receive.

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?

Paste response to question here:

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?

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

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

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

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

The Marie Curie School provides an inclusive environment and ELLs of all levels receive the same instructional opportunities as all other students. Second language opportunities are provided to all students. Our ELLs are encouraged to prepare for and take the Spanish Regents. The majority score over 85, mastery level. Differentiated instruction provides higher level Spanish lessons for the native speakers. We are considering implementing an AP or college level Spanish program in the future. Non-fiction writing classes aligned with Common Core Standards, is being implemented to support all students in raising achievement levels, and all level subgroups of ELLs in developing written language proficiency.

This year, we will continue to use Achieve 3000, purchased with NYSTL funds, for use with ELLs of all proficiency levels, students with IEPs, and the bottom third for language development and reading support. This program will benefit beginner, intermediate, and advanced level students since it tracks and differentiates the instruction for each student. We will continue to use an on-line

credit recovery program, such as Aventa, to support all students, including beginner, intermediate, and advanced level ELLs, in need of credit recovery opportunities. The school purchased ipads for instructional use and teachers will incorporate the technology into their classroom activities to engage and support all students, including advanced, intermediate, and beginner level ELLs through differentiated activities. Smartboards have been installed in some classrooms and this year we have a grant for the installation of additional Smartboards to support engaging, hands-on activities being implemented for beginner, intermediate, and advanced level ELLs, using the new technology. Adapted texts, books on tape/CD, leveled texts, computer generated materials, hands-on experiences, etc. are used to support ELLs in their content area courses. These materials are age, grade level and proficiency level appropriate.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

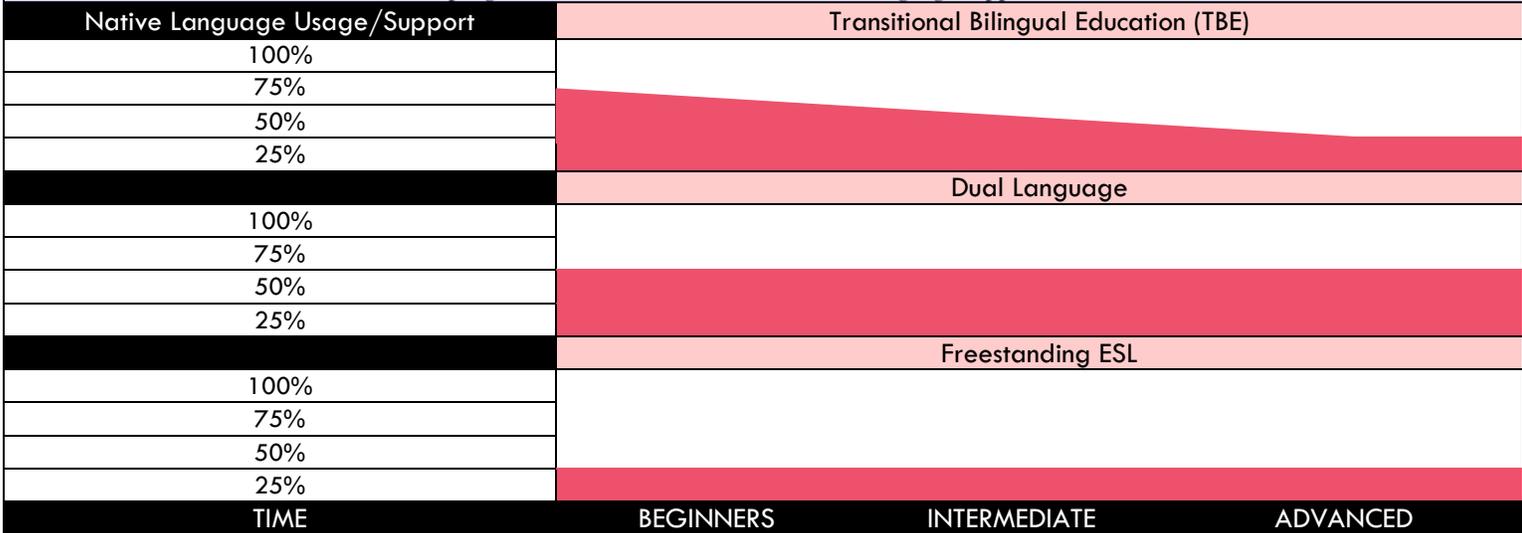
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We have found that our students struggle the most with the Social Studies Content areas. We have designed our courses to help support this area of curriculum. Extra help sessions are provided afterschool on Mondays and Wednesdays for students in need of support in other content areas. Our ESL teacher also works with individual students afterschool on skill based strategies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Data from Regents examinations and other standardized tests has proven that ELLs are having difficulties passing or doing well in global studies. With Achieve3000, they are exposed to global history articles and work at their level on various reading and writing skills. We complement their reading and writing on the program with classroom instruction and activities following the 7 habits of a good reader, activating schema, asking questions, creating images, inferring, determining importance, synthesizing, monitoring for meaning, and the 7 habits of effective writers, organize and argue, be concise, write what you mean, write with force, write for a reader, revise and rewrite, avoid common errors. In addition to the assessment drawn from the various standardized exams, we utilize the data the Achieve3000 pre, interim, and post evaluation to program and drive instruction.)
11. What new programs or improvements will be considered for the upcoming school year?
- The current program structure, which is new is still in the process of evaluation. To further support our students we are looking to create small group environment to specifically support our beginner learners. Currently this small group environment is created within the larger class structure through the utilization of other staff such as paraprofessionals. Generally, our beginners are students with IEPs and it is believed that it is the disability is the reason for the the low levels in reading and writing, rather than the language ability of the students. With the new procedures for identifying these students, this may not be an issue.
12. What programs/services for ELLs will be discontinued and why?
- We used to have our ELLs receive push in services. This is changed because of special education compliance needs, but also to provide a forum for the implementation of Achieve 3000 for our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the opportunity to participate in all daytime, after school and supplemental programs, both academic and recreational whether it's an AP course, an art or music elective, cross country, soccer, basketball, Sistahs, Brothers, our Saturday math or science academy or Regents prep tutorial sessions. In addition, we have an ESL afterschool program meeting twice weekly.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Achieve 3000 within the Social Studies content area. The ELA common core standards are also utilized to guide student writing and reading activities. In the ESL class, students use computers for instructional programs, researching information, and typing assignments.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our ESL instructional program, all content is delivered in English, except for the Spanish class. Bilingual classmates provide translation where necessary for their peers. Dictionaries and bilingual glossaries are available for student use. In addition, books on tape and CD are available for student use. Bilingual staff supports the English speaking staff when translation or explanations in the language are needed. Student work recorded in Spanish is reviewed by bilingual staff. Peer partners assist students with lexical difficulties/translations and the students work together to master the various skills and content. Students are programmed for Spanish with licensed Spanish teachers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here:
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.
- The guidance counselor and parent coordinator reach out to students and parents to invite and include them in supportive meetings and activities to support their transition to the new school. In addition, the guidance counselor does check-ins with the students and monitors progress through conferences with teachers.
18. What language electives are offered to ELLs?
- Paste response to question here:
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - 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)?

Paste response to questions here:

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.

The professional development plan for all ELL teachers includes: school-wide professional development time, weekly department meetings, individualized professional development provided by instructional coaches and administration in the form of observation protocols, including pre and post observation conferences. During individualized sessions, teachers are provided with strategies to implement for learning subgroups, including ELLs. Whole staff time is also devoted to training staff on the need to differentiate instruction for our struggling learners.

Professional development this year focuses on the use of purposeful grouping, accountable talk structures, assessment for learning checks for understanding, the use of multiple entry points to engage students in learning. All of these structures support aspects for implementation of the common core learning standards.

We provide time for conferring with ELLs in a formalized setting in order to help set goals and provide needs assessment and strategies for successful completion of high school starting in the ninth grade year. These conferences happen daily within the ESL classrooms and also on a periodic basis with guidance and support staff.

The Jose P. hours are divided among whole group professional development, including 1 hour of whole group on the Election Day PD in November, 2 hours on the February Chancellor's Conference Day, additional training hours are incorporated into the common planning time with the ESL And special education department around student need throughout the school year.

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?

We have a new bilingual parent coordinator who has implemented new programs and spends a lot of time calling parents, getting to know them and their needs, explaining different meetings/workshops/programs that are on our calendare, encouraging them to participate and make them feel welcome. She has had workshops on graduation requirements, AP/advanced course offerings, special ed services, ELL programs, nutrition, etc. , some facilitated by in-house staff and others by outside agencies/presenters. She follows-up on their concerns and is planning future workshops based on their input.

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.

As evidenced by the data, this year we have a significant increase in the number of 9th grade ELLs (56% of the ELLs are listed as 9th graders.) We are monitoring their progress and may have to make changes to our program for the spring. After the second marking period, there will be meetings to determine if this is necessary.

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