

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q158

School Name:

M.S. 158 MARIE CURIE

Principal:

MARIE NAPPI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Marie Curie MS 158Q School Number (DBN): 26Q158
6-8
Grades Served:
School Address: 46-35 Oceania St., Bayside, NY 11361
Phone Number: 718 423 8100 Fax: 718 423 8135
School Contact Person: Marie Nappi Email Address: mnappi@schools.nyc.gov
Principal: Marie Nappi
UFT Chapter Leader: Dave Waltzer
Parents' Association President: Monica Tarrao and Steven Wan Co- Presidents
SLT Chairperson: Marie Nappi
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: LIC Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: LPender@schools.nyc.gov

Phone Number: 718 391 8222 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marie Nappi	*Principal or Designee	
Dave Waltzer	*UFT Chapter Leader or Designee	
Monica Tarrao	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Martenia Miller	CBO Representative, if applicable	
June Dunn	Member/Assistant Principal	
Robert Gayle	Member/ Parent	
Julie Douveas	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joan Weibman	Member/ Teacher	
Neil Manus	Member/ Teacher	
Christine Hooper	Member/ 6 th grade parent	
Melissa Wood	Member/ Sp Ed. parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Sixty Years of Excellence!

Marie Curie Middle School is located in Bayside, a middle class community in northeast Queens near the Queens/Nassau county border. This year we are celebrating sixty years of excellence. The school building houses a Beacon Program, managed by the Samuel Field YM/YWHA, which operates programs after school, in the evenings and on weekends for students of Marie Curie. The area is surrounded by parks, the largest of which are Crocheron, Alley Pond and Cunningham Parks. Nearby are Queensborough Community College, St. John's University and Queens College. We celebrate a diverse population that includes 62% Asian students,

20 % Caucasian students, 4 % African American students and 14 % Hispanic students.

MS 158 has a caring and well-trained teaching staff. Our school maintains high standards and has a rigorous academic program. Our mission at Marie Curie Middle School MS 158Q is to prepare students to exhibit their competence as critical thinkers and creative individuals. Our learners will take responsibility and ownership of their learning to successfully contribute as a productive member of society.

We believe that students learn best when they are actively engaged in a rigorous program that encourages them to take ownership of their learning.

Because sixth graders are new to middle school, we create an environment that gradually acclimates them to their new program by maintaining a common teacher for their CORE classes. The curriculum for grade 6 consists of "CORE" which is ELA, Social Studies and Reading taught by the same teacher. It is a gradual transition into departmentalized classes and students have the same teacher for 12 periods a week in order to develop a rapport, as well as to have someone they know they can go to for emotional and social support. Students also have the same Assistant Principal for their three year Middle School experience and the same Guidance Counselor who will follow them to the next grade until graduation. By building these relationships, a true sense of family is established and the needs of the students are identified and taken into consideration throughout their journey at MS 158Q.

According to the most recent data from our Quality Review Snapshot and Guide, students are meeting targets in achievement on ELA and Math examinations. We owe this to the effective teachers in all departments and our recent implementation of the I Ready program. Our most recent New York State Regents pass rate was 99% in Earth Science and 100% in Integrated Algebra for the 13-14 school year.

We offer an acclaimed quality performing and fine arts program that has been recognized at the local, city and state levels. In the past few years, MS 158 has received a Silver and Gold Award for the NYSSMA Competition. Last year the band won the highest award for a band, 'Level 3 Gold, with Distinction'. This year they took on an added challenge and performed at a level four HS level. Our students met this challenge by winning the Silver Award at that difficult level. Students participate and receive awards in many competitions including Math Counts: First Place in the 2015 Queens Chapter and third place in the NYS Competition, The Stock Market Game: First Place winners Borough and several Citywide Art Competitions and Environmental Writing Competitions. Our art teacher was recently recognized as "Art Teacher of the Year for Region 8-NYC" and our Social Studies teacher was recognized as "New Teacher of the Year for Social Studies." We also have a high percentage (38%) of eighth grade students who are accepted into the Specialized High Schools as well as sixth grade students accepted into the Hunter High School accelerated program. The Wall Street Journal recently printed a report showing that, on average acceptance into Specialized HS, MS 158Q performed number

one in Queens. Our Gifted and Talented Program has expanded to include a second class of sixth grade students who were admitted based on multiple criteria including a percentage of their fourth grade ELA and Math state exam scores.

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

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

In reflecting upon our first year using the Framework for Great Schools as an anchor [Framework for Teaching] we aligned our goals and made the most progress in Supportive Environment by working collaboratively to ensure our students feel safe, supported and challenged by their teachers. "While we know that each element of the Framework is a unique ingredient for school success, the impact on student learning is stronger when all elements are connected throughout the school community." An element that will remain as a key focus and we will continue to strengthen is strong family and community ties. We will take advantage of community resources to enrich the life of the school. We will continue to work collaboratively to strengthen ALL areas of the Framework as we continue to analyze our data, identify our students' and teachers' needs and monitor our action plans to make certain that we 'Aim to Succeed' and Continue beyond our 60 Years of Excellence!

26Q158 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1039	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	12	# SETSS	9	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2014-15)					
# Visual Arts	10	# Music	10	# Drama	N/A
# Foreign Language	31	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.4%	% Attendance Rate			96.8%
% Free Lunch	41.7%	% Reduced Lunch			15.5%
% Limited English Proficient	7.1%	% Students with Disabilities			12.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			3.7%
% Hispanic or Latino	13.6%	% Asian or Native Hawaiian/Pacific Islander			63.0%
% White	19.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	1.6%	% Teaching Out of Certification (2013-14)			3.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			6.92
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	54.7%	Mathematics Performance at levels 3 & 4			69.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			68.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	NO	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

The Middle School Quality Snapshot and the New York State Report Card as well as a study of the data from the New York State English Language Arts and Mathematics assessments reflect that students scoring a level 1 or 2 are off-track in reaching proficiency. Meaning that the growth percentiles, if they continued to grow at that rate, will NOT result in meeting proficiency within 3 years.

Areas of need:

- Student achievement: English Language Arts percentage of level 3 and 4 = 57.6% and in Math - grade 6 72%, grade 7-71%

grade 8 does not incorporate the Common Core Algebra regents and is reflecting a skewed 46%

the Common Core Algebra Results had a 99% proficiency rating.

- The student progress listed on the School Quality Report: totaled 45.8 rated as approaching target for English Language Arts, Mathematics and the schools lowest third in English Language Arts and

Mathematics. Students with Disabilities performance was: English Language Arts-22% for the combined subgroups of SC-Self contained classes/ Resource Room students-SETSS and ICT- Integrated Co teaching Classes.

The data above regarding the subgroup performance on the NYS English Language Arts assessment reflects that the Students With Disabilities subgroup will become a priority focus for the year.

Below are areas of strength:

- Closing the achievement gap was rated as exceeding target
- 100% of teachers were rated effective on the End of Year Rating
- Well-developed on the 2013-14 Quality Review
- Over 140 students accepted in Specialized High Schools as well as 10 students accepted into Hunter HS.* New York State report card reflects that we are a school in good-standing based on the 2014-15 New York State assessments.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Students with Disabilities [SWD] subgroup will increase their English Language Arts proficiency rate by 3% as evidenced by their performance on the 2016 New York State English Language Arts assessment.

Part 3 – Action Plan

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

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**

We utilized the research-based work by Kristina Doubet and Jessica A. Hockett,," Differentiation in Middle and High School :Strategies to Engage all Learners." Our Instructional Focus this year is student engagement which anchors our Professional Development.

- The Teacher Development Coach [TDC] will provide differentiated support for teachers based on their needs and will support our student engagement goals as well as multiple entry points by training lead teachers to turnkey the information to their departments.
- Technology will be infused into our Professional Development plan through a partnership with TEQ. We are piloting a blended learning for both students and teachers to increase the level of interactive technology supporting student engagement and teachers professional growth (ownership of learning). PD opportunities will also be offered on Skedula, i-Ready, Myon, and other various resources to support student learning.
- The Science content teachers analyzed results from the 2015 NYS ILS assessment.and the fall baseline assessment.
- Word Generation [Tier 2 vocabulary word] will be introduced to strengthen the vocabulary acquisition across the content areas

**Target Group(s)
Who will be targeted?**

**Timeline
What is the start and end date?**

**Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?**

Teachers

Sept. thru June 2016

Administration, teachers, the Teacher Development Coach, District /Borough Support Staff

<p>We utilize:</p> <ul style="list-style-type: none"> • Flexible grouping, student placement in the least restrictive environment, team meetings to discuss strategies to assist English New Learners [ENL] and Students with Disabilities [SWD]. We provide support for our teachers on strategies for teaching ENLs and SWDs, as well as multiple entry point strategies when planning lessons. Teachers are trained to read and interpret Individualized Education Plans in order to provide the proper modifications to ensure success. • Based on data analysis from the i-Ready diagnostic test in September and benchmark test in February, we are able to monitor student progress and the determine the specific needs and next steps for our students. • The SWDs will participate in the American Reading Co. 100 book challenge,coupled with the Bridges to Literature books and modified Code X curriculum. • Next Generation Science curriculum will focus on incorporating more labs into lessons to prepare students for the New York State ILS assessment. 	Students	Sept. thru June 2016	Teachers, Administrators
<ul style="list-style-type: none"> • Parent workshops will be offered during PTA meetings and in the morning on: Common Core Learning Standards, Exit Projects, High School Application Process, and the use of I-Ready and Pupil Path; The Go Math technology which provides interventions/support and/or enrichment. • Principal Chats will also address how parents can support our partnership in learning. 	Students, Parents	Sept. thru June 2016	Faculty , Parent Coordinator, Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>I ready programs, PTA grant for AIS support, programming changes to add common planning time, Teacher Development Coach</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

In January 2016, at least 25% of all SWD will make progress in ELA by administering the I-Ready benchmark tests and compare results to the baseline given in September.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Also, most adults treat children with respect was 76% of the response rate.

Our areas of strength include:

The work of our Guidance Counselors, Assistant Principals, Psychologist, Dean and teachers center on the belief that all children can learn under a safe, respectful and trusting environment. We pride ourselves in creating that environment. The data below supports our beliefs.

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students' response rate to the question 'treating each other with respect' will exceed a 66% to 70% satisfaction rate on the NYC DOE school survey as teachers strengthen their classroom communities to maintain a culture of respect and rapport.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research-based work from Project Wisdom, as well as the Danielson Rubric to plan our work around creating a Supportive Environment.</p> <ul style="list-style-type: none"> • Develop the teachers’ ability to analyze data to respond to students’ social and emotional development needs in order for students to become academically and emotionally successful. • Using the Common Sense curriculum to bring a sense of awareness regarding cyber bullying, media safety and online citizenship. • “Wednesday’s Words of Wisdom” - During Wednesdays announcements a student share positive messages on character and respect. • Lateness motivational board to improve chronic lateness <p>* Teacher collaborative teams meet during PD time to discuss support and strategies for at risk students;</p> <p>* Anti-Bullying Club to design and post positive messages school-wide. This club meets weekly, facilitated by the Guidance Counselors, to provide social emotional support through opportunities for students to help each other through role-playing,</p>	<p>Teachers</p>	<p>Sept. – June 2016</p>	<p>Administration, School Based Support Team, Lead teachers</p>

<p>etc.Theme for the Year: “Aim to Succeed” developed by students and referenced daily as a positive message for the entire community.</p>			
<p>We utilize:</p> <ul style="list-style-type: none"> • Student Support Team weekly meetings to discuss at-risk students, Individualized Education Plans, and Behavioral Intervention Plans • Assign adult mentors to students to ensure social and emotional support and students know someone they can go to for guidance. <ul style="list-style-type: none"> • Assign student mentors to students who are new to the country. ENL are invited to participate in a cultural immersion program. • Peer mediation- trained students under the monitoring of an adult address minor student issues between each other and reach a resolution to the problem thus avoiding suspensions while building trust, • Student created themes for the year for the community to vote on while giving the students a voice. • • Student Organization representatives meet with the Principal at a "Lunch with the Principal" I to discuss concerns and suggestions. • Student created positive messages posted throughout the building 	Students	Sept.– June 2016	Administrators, School Based Support Team, Teachers
<ul style="list-style-type: none"> • Translation of all communications <p>Teams meet with at risk parents on Tuesdays to support the needs of the child and discuss how the parent can support the child at home.</p> <ul style="list-style-type: none"> • Anti-bullying presentations planned by the PTA for students • <i>Respect for All</i> week posters • Presentations of Curie Stars to recognize students’ good deeds and character. Curie Star bulletin board is located in the main entrance area. 	Students	Sept. – June 2016	Administration, teachers, Guidance Counselor, Parent Coordinator

• Parent workshops on how to help their child succeed academically, emotionally and socially.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Guidance Counselor, SBST, Project Wisdom, Words of Wisdom and Common Sense, PTA funded anti-bullying programs											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A school created baseline student and parent survey will be administered in October. For the midpoint benchmark, a school created survey will be given to students, and parents in January 2016 regarding the school environment and respect. Careful monitoring of the OORS incident reports will also be a benchmark.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our strengths based on the Quality Review, Middle School Quality Snapshot and data from our Learning Environment Survey include:

- 95% of teachers feel supported by their colleagues according to the 2014-15 Learning Environment Survey
- Teachers work in various teams (department, grade, and commonly taught students) to improve instruction.
- Teachers take part in inter-visitations to observe fellow colleagues in gaining knowledge.
- New teachers are assigned experienced colleagues to act as mentors to guide them on pedagogical processes and class management.
 - There are Congruence meetings between general education teachers and the ELL teachers to discuss students' progress and strategies to improve students' overall learning experience.
 - The assistant principals (APs) meet regularly with teacher teams to ensure curricular alignment and coherence across all grades. The teams utilize data to analyze gaps in learning, analyze student work and monitor misconceptions before teaching next lessons. They engage in cycles of lesson plan study and learning walks looking at student work products. All teams are focusing on multiple entry points and Depth of Knowledge (DOK) higher order questions and discussions to promote higher level thinking.

Areas in need of strengthening include:

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the Learning Environment Survey will show an improvement beyond the current rate of 43% to at least 50% in the number of teachers who strongly agree/agree that “time was provided for collaboration.”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the research-based work from "<i>Differentiation in Middle and High School: Strategies to engage all learners</i>"; The Professional Learning, as well as the Danielson Rubric to plan our work.</p> <ul style="list-style-type: none"> • Professional Development provided on a bi-weekly basis by teacher leaders. • Professional development topics will include: strategies to address the needs of students with disabilities, strategies to address the needs of English language learners, improving teacher practice using the Danielson Framework, Common Core alignment to classroom activities, and utilizing technology in the classroom and student engagement. • Each professional development session will include a component to provide teachers time to collaborate on the respective topics with their colleagues. • Teacher will enhance their ability to plan and deliver units and lessons that engage students in important cognitively challenging work with activities differentiated to support all students based on their specific needs. <p>. Administration will meet with teacher teams to provide feedback and guidance on the inquiry process.</p> <p>A template was also designed to monitor the work of the teams.</p>	<p>All teachers</p>	<p>Sept. 15- June 16</p>	<p>Administration, Teachers and District support</p>

<ul style="list-style-type: none"> • Experts in the field of students with disabilities and English language learners will provide professional development for the staff to adjust teacher practices and in turn address the needs of these specific students. • Collaborative time will be embedded in the PD for teachers to share best practices. <p>The professional development committee will meet in September, February and April to evaluate the needs of the staff as we progress through the year.</p> <ul style="list-style-type: none"> • TEQ online blended learning opportunities will be provided to assist teachers in taking ownership of their professional growth. 	All teachers	September 15- June 16	Administration, Teachers and District support
<ul style="list-style-type: none"> • On Tuesday’s teacher teams can invite parents to discuss the progress of their child and better develop the home school connection. • Pupil Path is available and translated in multiple languages to assist parents with how their child is performing. • Parent workshops on the use of i-Ready and Pupil Path will be held throughout the year. 	All teachers	September 15- June 16	Administration, Teachers and District support

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Budgetary considerations for materials, personnel, and time allotment to plan effective professional development. TEQ and technology PD monies.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In January 2016 a survey from the Chancellor’s Resource on PD will be given to the staff to reflect on their collaborative experiences as well as a school created survey which should indicate a greater percentage on time for collaboration
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our areas of strength include:

- The most recent Quality Review rating was well developed.
- The Middle School Quality Snapshot data reflects Exceeding target while closing the achievement gap.
- The Quality Review 5.1 was rated well developed regarding the quality of school level decisions, making adjustments as needed to increase coherence of policies and practices across the school, with particular attention to the Common Core Learning Standards [CCLS].
- 99.9% of the staff was rated Effective/ Highly Effective on Measures of Teacher Practice [MOTP] 2015.

100% of the staff was rated effective on the Final Rating

Areas of need are evident within *The Quality Snapshot* which indicates that 55% of the students met State Standards on the NY State ELA test.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will effectively use evidence-based systems and professional learning to demonstrate a 10% increase in the number of teachers receiving Highly Effective on the Danielson Component 3c.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We utilized the work from "<i>Differentiation in Middle and High School: Strategies to engage all learners</i>"; as well as the Danielson Rubric to provide teachers with PD needed to impact change during the Monday PD time of 80 minutes per week.</p> <ul style="list-style-type: none"> • In lessons there will be a concentration on the CCLS instructional shifts, Domains 1 and 3 components of the Danielson Framework as well as teacher-developed action plans to address multiple entry points and differentiation. • The Talent Coach will also provide the administration with training on how to norm feedback, as well as inter visitations to align feedback and make sure it is focused , timely, concrete and actionable which in turn will improve teacher practice. The administration will norm observations during Cabinet to ensure the feedback is actionable and appropriate for strengthening teacher practice. • The Teacher Development Coach will work with teachers in non-evaluative cycles to assist in improving practice and supporting the instructional focus. • Administration will nurture teacher development to encourage teacher created PD and build leadership capacity by working collaboratively to set standards of quality instruction and effective and purposeful PD. • Encourage teachers to be leaders by developing leadership skills. As evidenced by teacher mentors as well as teacher designed and facilitated PD. • Administration will monitor teacher teams to see how they are making an impact on teacher practice. 	<p>Teachers</p>	<p>Sept. 2015-2016</p>	<p>School leaders, teachers, District/Borough support, Talent Coach</p>
<ul style="list-style-type: none"> • PD tailored to address the strategies for teaching SWD and ENLs. 	<p>Teachers</p>	<p>Sept. 15- June 2016</p>	<p>Teachers, Talent coach</p>

<ul style="list-style-type: none"> • Congruence of ENL teachers with General Education teachers will be programmed monthly. <p>* Teachers will share best practices at teacher team meetings.</p>			
<ul style="list-style-type: none"> • Monthly Parent Workshops to support initiatives and parent needs based on surveys • SLT input in revising school’s mission and vision and also the CEP narrative. • ELL parent meetings during the scheduled City conference days • School messenger and Pupil Path to communicate events and deadlines • Translated Principal Monthly letter • Translated Website • Quarterly <u>Coffee with the Principal</u> meetings • Teacher to teacher scheduled intervisitations, TDC debriefing with teachers, administrative feedback conversations, teacher led PD, Celebration of teachers' accomplishments. 	Parents	Sept. 15- June 2016	Parent Coordinator, Administration, Teachers, Parents

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher Talent Coach, Teacher Development Coach, i-Ready, Data Analysis Coach books, programming of common planning time, District support											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
A mid-point benchmark will be the results of the first Principal’s Performance Observation from February 2016. The feedback from the PPO tool will assist us in monitoring and revising our goals. Data from Advance will also be used.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Strengths:

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

Areas in need of strengthening include:

- The Learning Environment Survey 14-15 indicates that 48% of the parents took the survey. This is below the City’s percentage rate of 54%. It would be advantageous to increase the interest of parents in their child’s school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be an improvement beyond the current rate of 48% to 50% for parent completion of the learning environment survey as evidenced by closing the gap between the NYC average and school’s average which will build stronger relationships and encourage more family involvement.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Utilizing various articles published in Educational Leadership as well as Leverage Leadership we are able to build stronger relationships with the community.</p> <ul style="list-style-type: none"> • The new contract allows for parent communication during Tuesday afternoon. Teachers can meet with parents in teams, AND/OR contact parents with positive messages as well as reaching out to parents on how they can support their children. • Teachers update Skedula, the online grading system and parents can view through Pupil Path. • Parent workshops are planned based on interest surveys and needs. • PTA is building more opportunities for parents to be involved in school activities: dances, fundraisers, breakfasts, etc. • Students will be provided with various motivational techniques to make sure parents respond. Some include: offering a raffle prize to classes whose parents complete surveys before a certain deadline. 	<p>Teachers, Parents</p>	<p>Sept.- June 2016</p>	<p>Administration, PTA</p>
<ul style="list-style-type: none"> • There will be workshops to help the parents of ENLs and SWDs best support their child with class work and homework. 	<p>Parents of ELLs and SWDs.</p>	<p>Sept. -June 2016</p>	<p>ENL teachers, administration</p>
<ul style="list-style-type: none"> • Parent surveys will be created and given throughout the year to find out needs. Responses will then be used to address concerns and adjustments made. • The PTA will offer more workshops for parents that will be based on interests: anti-bullying, Exit Projects, Common Core etc. • Coffee Chats with the Principal – PTA surveys and workshops, School Leadership Team developing the CEP and revising the school’s mission and vision statement, PTA activities. 	<p>Parents</p>	<p>Sept. -June 2016</p>	<p>PTA, Administration</p>

<ul style="list-style-type: none"> • Invite parents into classrooms during special presentations such as Meet the Author, Exit Project Presentations etc. <p>* Parent Book Study once a month through the UFT</p>			
<ul style="list-style-type: none"> • We will partner with Flushing Council on Culture and the Arts as well as Queens Borough Historian, Jack Eichenbaum, Ph.D. to present Queens History Tours. This program will support Social Studies content with a focus on United States, New York, and Queens in particular through seven local history tours throughout Flushing and Bayside, Queens. Selected students who have a passion for history as well as their parents will be able to: <ul style="list-style-type: none"> • identify and describe various Queens' historic sites, from 17th century to present day. • Connect present historical developments to specific circumstances of time and place to broader regional, national, or global processes. • develop as independent learners by learning to travel on public transportation and building on community awareness. • A program for ENL students, Immigrant Experience, was developed to increase the knowledge of the American culture. 	Students, Parents	October-December	Teacher, Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funding for SKEDULA/PUPIL PATH; funding to maintain School Messenger, Funding to purchase Parent Handbooks on various topics: CCLS, Organization, HW, Bullying etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In January and May 2016, a school created survey will be given to parents to monitor parent communication. Parent communication will be ongoing regarding the 2016 Learning Environment survey and its completion. We will monitor the response rate to reach out to parents who did not respond starting with first week of distribution in February 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Targeted students are determined by the lowest third of the population based on NYS ELA assessments, marking period grades,</p> <p>All ESL and SWD students are targeted for AIS services.</p>	<p>I-Ready.com will provide Common Core aligned instruction, progress monitoring and diagnostic reports. The ELA component of the program focuses on the individuals priorities in phonics, fluency, vocabulary etc. using I-Ready tools for instruction.</p> <p>ESL instruction will concentrate on reading, writing, listening and speaking</p>	<p>Small group instruction one to one online access for students using i-Ready</p>	<p>Before School, on Saturdays and during lunch periods.</p>
Mathematics	<p>Targeted students are determined by the lowest third of the population based on NYS Math assessments, marking period grades,</p> <p>All ESL and SWD students are targeted for AIS services.</p>	<p>-Ready products will provide Common Core aligned instruction, progress monitoring and diagnostic reports. Teacher teams will analyze student work, examine instructional strategies for multiple entry points and refine curriculum to support students. A CCLS aligned Algebra regent’s review will assist in the diagnosis and</p>	<p>Small instructional groups, one to one online access for students using i-Ready.</p>	<p>Before School, on Saturdays and during lunch periods</p>

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

		An anti-bullying club also meets after school to discuss positive strategies to make MS 158Q a bully free zone.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

N/A

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Marie Curie MS 158Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Marie Curie MS 158Q** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

School-Parent Compact (SPC)

Marie Curie MS 158Q, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

Part C: Professional Development

meeting times during the school year for the entire staff to discuss the following strategies:

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

Use of graphic organizers-ongoing throughout the year.

ELL strategies and techniques for the Mainstream Teacher-November 2014

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

Teaching ELL students in mainstreaming classes-November 2014

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

ELL congruence meetings monthly between ESL and Mainstream staff.

-

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

Part D: Parental Engagement Activities

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

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

Begin description here: Research shows that parent engagement impacts higher achievement for students. An ELL Parent Meeting for 1 hour with 2 certified ESL teachers will be held in November of 2014 and in February of 2015 prior to the normally scheduled evening Parent-Teacher Conferences. Topics to be discussed include ELL Program Overview, Report Cards, and Use of "Pupil Path" to monitor student progress, assignments, and grades in school. Other topics include State Math & ELA Exams, NYSESLAT Exam, Promotion Criteria as well as any Questions or Concerns. Parent and Student Workshop Series will also be provided to maintain parent involvement in their child's education. Six hours or per session @ the rate of \$51.51 will be scheduled in the T 3 budget for these series since they are after school and additional monies are also scheduled in OTPS for resources.

Topics included:

Parent Involvement Matters

Parent Guide to Common Core State Standards

High School Information Night

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

Middle School Success Strategies

Communicating with your Teenager Internet Safety and Cyberbullying

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

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

AllCare Provider Service

BiLinguals Inc.

Resources for Children with Special Needs. Parent to Parent.

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

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Part E: Budget

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

Allocation Amount: \$11500

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>7652.15</u>	<u>2 teachers@ 2hrs. week ea.for before and after school program/parent meetings</u> <u>4x\$51.61 x20 wks=\$4128</u> <u>1 supervisor= 2x\$52.84=\$105.68 (17wks)</u> <u>10 days articulation=10x\$170.96 \$1709.60</u>
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. 	<u>3847.85</u>	<u>\$2384.85 purchase 'Getting Ready fo the NYSESLAT' for grades 6,7,8</u> <u>\$1163.00 paper and material supplies</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11200</u>	<u>11200</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 158
School Name Marie Curie Middle School		

B. Language Allocation Policy Team Composition

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

Principal Marie Nappi	Assistant Principal June Dunn
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Joanne Coneglio-Vlaco	School Counselor Steve Epstein
Teacher/Subject Area Lisa Martelli- Core	Parent Monica Tarrao
Teacher/Subject Area Lori Kantor- ELA	Parent Coordinator Margaret Polizzi
Related-Service Provider Joan Weibman	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1071	Total number of ELLs	68	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	55	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	12	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	55	0	0	12	0	0	1	0		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							7	6	1					0
Chinese							11	12	22					0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							0
French														0
Korean							2		4					0
Punjabi														0
Polish														0
Albanian														0
Other							1		1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							6	9	6					0
Emerging (Low Intermediate)							3	3	7					0
Transitioning (High Intermediate)								2	6					0
Expanding (Advanced)							13	4	9					0
Commanding (Proficient)							20	13	16					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							2	1						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							20	13	16					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	5		2		8		5		0
7	2		4		7		4		0
8	3		13		6		9		0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	9		11		9		0		0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the following tools to assess the early literacy skills of ELLs. Newly enrolled ELL students who are identified as eligible to be tested based on the Home Language Survey are tested with the NYSITELL within 10 days of registration by the ESL Coordinator, a licensed ENL teacher. The reading NYSITELL scores for newcomers provide initial data as to the reading level of the ELL students. In addition, NYSESLAT scores, ELA scores, and data available on School Net are also used as a tool to assess the literacy skills of ELLs. Furthermore, all students, including ELLs, are assessed school-wide using the on-line computer-based program, "i-Ready", to measure and assess the reading lexile level and the literacy skills of all students. The data provided by these assessments in addition to other general assessments taken on a regular basis all serve to determine the academic needs of ELLs and help inform the school's instructional plan.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on an analysis of data patterns across proficiency levels in grades six to eight, the majority of ELL students who take the NYSITELL exam are newcomers to the country and are Beginner level students. A further analysis of data patterns across proficiency levels and grades shows that in grades six to eight there is generally an equal number of Beginner, Intermediate, and Advanced students. Special attention is given to the subtests as reported on the RLAT so that once again, instruction is differentiated and students' weaknesses are addressed. According to the RLAT, most Beginner and Intermediate students need support and instruction in all modalities whereas most Advanced students need extra support in reading and writing as opposed to speaking and listening. This is a common pattern for ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 ESL coordinator attended AMAO tool training to learn how to analyze data across levels. Data using AMAO reveals students are significantly increasing scores each year. This data reveals we should continue to use our heterogenous Stand-alone model in conjunction with our Integrated ENL model to service ELL students. It also signifies to continue to give professional development to classroom teachers on how to use more ELL strategies and continue co-planning between content area teachers and ELL teachers.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Student progress is measured by also reviewing student performance on the ELA, and other Periodic Assessments. The needs of ELL students are identified by performance on the these ELA, Periodic Assessments, and informal reading and writing assessment portfolios. Results are reviewed and shared during team meetings for instructional planning. We are learning that the majority of ELLs are meeting the standards in math attaining scores of 3 and 4 on Periodic Assessments; however, most ELL students continue to need support in reading and writing skills. Transitional support for students reaching proficiency on the NYSESLAT is a key element of the continuum of services for ELLs. Research has shown that students do not achieve CALP (Cognitive Academic Language Proficiency) for an average of six years. Therefore, continuing support is necessary. This is done by identifying students who have recently passed the NYSESLAT and disseminating this information to the school community. These students continue to be qualified for extended day and other intervention services with a focus unique to their needs. Last year school leadership and teachers implemented various strategies to support the school wide focus of improving our students' reasoning skills using the results of the ELA and Periodic Assessments. The focus for this year is to use teacher teams engaged in collaborative inquiry as a vehicle to implement the 2015-2016 Citywide Instructional Expectations with the purpose on focusing on the next stages of aligning curriculum and assessments to the Common Core. By examining and refining curriculum, assessment and pedagogy, the goal is to strengthen student work.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

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

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Over the course of the year, at several meetings of the Language Allocation Policy Team, which includes representatives of all stakeholders, analysis was made of ELL progress as indicated by the NYSESLAT. By examining the RLAT which shows NYSESLAT and NYSITELL results over several years, it became obvious that marked progress is being achieved by most ELL students. The results of the 2014 New York State standardized tests indicated with continued content-based ELL instruction, staff development and adhering to congruence, our ELL students have and will continue to progress. The consensus is that by and large ELL students are succeeding, but that the goal is to ensure that all succeed.
M. S. 158 has been cited for exemplary success in its ESL program. Our goal is to maintain and build on this success.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Home Language Identification Surveys (HLIS) are administered to all new admissions. Parent Coordinator greets the parents and invites them to attend PTA meetings, school functions and Parent Teacher conferences. An admit packet is given to all parents/guardians by the Pupil Accounting Secretary in the main office of M.S. 158. The Home Language Identification Survey is included in this packet and is thusly distributed to all new admissions. These forms are written in a multitude of languages. A trained licensed pedagogogue assists and instructs the parent how to complete each document. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek is present to assist in the admissions process. All school procedures are explained in these languages. During this process the licensed pedagogogue, certified in English as Second Language conducts an informal oral interview in English and in the native language with the child and parent/guardian to clarify the content of the information provided on the Home Language Identification Survey and determine home language of the child and eligibility for testing. Newly enrolled students who are identified as eligible to be tested based on the Home Language Survey are tested with the NYSITELL within 10 days of registration by the ESL Coordinator, a licensed ESL teacher. NYSITELL test scores are immediately scanned by the teacher to determine ESL eligibility. Each score is scanned against the NYSITELL cut scores provided by the NYCDOE test administrators. Students who are deemed eligible for ESL services based on the results of the NYSITELL cut scores are placed in the beginner, intermediate, or advanced program. ELL instructional programs begin on the first day of school. Newly admitted Native Spanish speakers, who did not pass the NYSITELL and are deemed "Entitled" to services are also administered the Language Assessment Battery in Spanish or "Spanish Lab" to ascertain native language literacy by a licensed pedagogogue in Spanish. As for students who have already been a part of the NYC Educational System, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the licenced ESL teacher to determine eligibility for ESL services. Students with New York State English as a Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with NYSITELL scores with the LEP decision marked "Yes" are immediately added to the ESL roster and given a schedule for their appropriate services. Entitlement letters and non-entitlement letters are distributed in all native languages informing parents and guardians of their child's eligibility to be tested and/or receive services. Once in the program, students are assessed yearly and placed based on their NYSESLAT score. This identification process is completed within 10 school days and is ongoing throughout the year.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
SIFE determination is made within 30 school days from initial enrollment into the school. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Home Language Identification Surveys (HLIS) are administered to all new admissions. These forms are written in a multitude of languages. A trained licensed pedagogogue assist and instruct the parents how to complete each document. Bilingual staff in Spanish, Korean, Chinese, Italian, and Greek is present to assist in the admissions process. All school procedures are explained in these languages. During this process the licensed pedagogogue, certified in English as Second Language and bilingual staff conduct an informal oral interview in English and in the native language with the child and parent/guardian to clarify the content of the information provided on the Home Language Identification Survey. The "Prior Schooling" section of the Home Language Identification Survey is further reviewed and clarified. If there are indications that a student has had an interruption or inconsistency in their formal schooling, the Sife Oral Interview Questionnaire is administered to further identify a SIFE student. This questionnaire consists of Personal and Language Information, Family and Home Background, Education History Language and Literacy Practices and Other Questions. In addition to this questionnaire, the Literary Evaluation for Newcomer Sife(LENS) is administered for those students who have a home language of Arabic, Bengali, Chinese, HaitianCreole, or Spanish if deemed appropriate and necessary. The NYSITELL scores for newcomers provide more initial data as to the literacy level of the ELL students. In addition, NYSESLAT scores, ELA scores, and data available on School Net are also used as a tool to assess the literacy skills of ELLs and to identify a SIFE student.. Furthermore, all students, including ELLs, are assessed school-wide using the computer-based program, i-Ready, to measure and assess the reading lexile level and the literacy skills of all students. The data provided by these assessments in addition to other general assessments taken on a regular basis all serve to determine the academic needs of ELLs and to identify SIFE students and help inform the school's instructional plan. If a student is identified as a "SIFE" student, the status is indicated in the BNDC screen on ATS. There are currently no SIFE students at M. S. 158 and this has been the trend for this school.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). The Language Proficiency Team is comprised of a school administrator, a certified ESL pedagogogue, a certified special education teacher, and the the student's parent or guardian. A translator of the parent or guardian's native language is also present if requested or

deemed necessary. The LPT determines whether the student should take the NYSITELL based on evidence of the student's English language development, student's history of language, and the results and stipulations of the individual evaluation in the IEP. The Language Proficiency Team NYSITELL Determination Form is completed. If the LPT determines that the student should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject his recommendation within 20 days. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for a final decision. The parent or guardian is notified within 3 school days of the decision in the parent's/ guardian's preferred language. The final decision to accept or reject the LPT's recommendation is made by the superintendent within 10 school days. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder. For newly enrolled students with IEPs, who have already been a part of the NYC Educational System, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the licensed ESL teacher to determine eligibility for ESL services. Students with New York State English as a Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient/Commanding or students with NYSITELL scores with the LEP decision marked "Yes" are immediately added to the ESL roster and given a schedule for their appropriate services. Records of the determination of the Language Proficiency Team, the LPT Determination Form, of the previous middle or elementary school are reviewed as well as stipulations of the IEP. Parent Notification letters are distributed in all native languages informing parents and guardians of their child's eligibility to be tested and/or receive services. Once in the program, students are assessed yearly and placed based on their NYSESLAT score. This identification process and placement into the ELL program chosen by the parent is completed within 20 days for students entering with IEPs and is ongoing throughout the year.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and Non-entitlement Parent Notification Letters are distributed within five school days after the NYSITELL is scanned and score is determined informing parents and guardians of their child's eligibility to receive ESL services. Parent Notification letters are distributed in all native languages immediately after eligibility for ESL services is determined as well as Non-Entitlement Letters to parents and guardians of those students who are not eligible for ESL services. Entitlement and Non-Entitlement letters are signed by the parent and/or guardian and returned to a licensed ESL teacher. This ensures that the Parent Notification letter has been received by the parent and/or guardian. Entitlement and Non-entitlement Parent Notification letters and other information are stored in an "ELL Folder of Critical Documents" in a secure, accessible location in the ESL teacher's room as well as in the student's cumulative file at the school. Every effort is made to ensure that parents and guardians are aware of the results of the NYSITELL and of his child's eligibility or ineligibility to receive freestanding ENL, transitional bilingual or dual language services.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A review of the ELL status determination is conducted upon written request from a student's parent or guardian or a student's teacher with the written consent from the parent or guardian. All documents related to the initial identification process are reviewed as well as the student's work in English and in the home language. The NYSITELL is not administered a second time. It is only administered if it was determined not to administer said exam upon initial ELL status identification. School conducts and reviews the results of a school-based assessment of the student's abilities in listening, speaking, reading and writing in English. The parent or guardian is consulted and kept informed of the process. Based on the assessment of the school re-identification team, the school principal determines to change ELL status or not. Written notification of the decision is sent to the parent or guardian in the parent's preferred language. No further actions are taken if the recommendation is not to change the ELL status. However, if the recommendation is to change the ELL status, the following subsequent steps are taken. Signed notification acknowledging the principal's decision to change ELL status is sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal. Written notification is then sent to the student's parent and/or guardian in the parent's preferred language within 10 school days. The student's program is modified according to the decision rendered. All notifications and documents are stored in the student's cumulative file at the school as well as in the secure "ELL Folder of Critical Documents" located in the ESL teacher's classroom.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Notices in all native languages for Parent Orientation meetings for ELLs are distributed along with the Parent Survey and Program Selection Forms. These meetings are held within 10 days of student enrollment after the results of the NYSITELL are obtained and recorded. Attendance records of staff members, parents, and translators present at each meeting are kept. During these Parent Orientation meetings, The Parent Orientation video is viewed which explains the three program options. Parent Survey and Program Selection Forms are completed, handed in, documented, copied by the licensed ESL teacher and placed in the student's cumulative file. These School Orientation meetings are held throughout the year. Every effort is made to ensure that parents and guardians are aware of the program choices that are available at MS 158. Additional make-up sessions with alternative dates and times are offered until a mutual time and opportunity for a meeting can be met. If the parent or guardian can not attend any Parent

Orientation Meeting and the Parent Survey and Program Selection form is not returned within a timely manner, the Parent Survey and Program Selection form is mailed home via certified mail, and if necessary, the parent coordinator or other staff member who is fluent in the native language will contact the parent or guardian to ensure that the desired program choice is attained and the form is returned, signed, secured and stored in the student's cumulative file. The "Back to School Night," orientation meeting, special ELL parent/teacher meetings, and other parent/ teacher conferences provide additional opportunities to ensure that Parent Survey and Program Selection forms are returned. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the Parent Survey and Program Selection form within 5 school calendar days, the default placement is a bilingual program if one exists at the school; otherwise, the student is placed in ENL. In addition, the ELL Parent Orientation Video is now available online in 13 languages. Parents are also able to view the orientation video on line in the event they are unable to attend any meetings during which it is shown. This further ensures that the desired program choice is attained. Parent Survey and Program Selection forms are secured by a licensed ESL teacher and stored in the student's cumulative file at the school. A copy of the Parent Program Selection Form is also securely stored in the "ELL Folder of Critical Documents" maintained by a licensed ESL teacher. If a parent indicates on the Program Selection form a program other than a program that is currently available at the school, the ESL teacher will first note their preference and then assist the parents in finding an appropriate learning setting for the child. Also, a record is kept of parent program selections and should a new program become available at the school, we "outreach" to all parents by notifying the parents of any new program available at the school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Every effort is made to ensure Parent Surveys and Program Selection forms are returned in a timely manner. Notices in all native languages for Parent Orientation meetings for newly enrolled ELLs are distributed along with the Parent Survey and Program Selection Forms as soon as ELL status information is determined. During these Parent Orientation meetings, Parent Survey and Program Selection Forms are distributed in the parents' preferred language, completed, handed in, documented, copied by the licensed ESL teacher and placed in the student's cumulative file. These School Orientation meetings are held throughout the year. Every effort is made to ensure that parents and guardians are aware of the program choices that are available at MS 158. Additional make-up sessions with alternative dates and times are offered until a mutual time and opportunity for a meeting can be met. If the parent or guardian can not attend any Parent Orientation Meeting and the Parent Survey and Program Selection form is not returned within a timely manner, the Parent Survey and Program Selection form is mailed home via certified mail, and if necessary, the parent coordinator or other staff member who is fluent in the native language will contact the parent or guardian to ensure that the desired program choice is attained and the form is returned, signed, secured and stored in the student's cumulative file. The "Back to School Night," orientation meeting, special ELL parent/teacher meetings, and other parent/ teacher conferences provide additional opportunities to ensure that Parent Survey and Program Selection forms are returned. In addition, the ELL Parent Orientation Video is now available online in 13 languages. Parents are also able to view the orientation video on line in the event they are unable to attend any meetings during which it is shown. This further ensures that the desired program choice is attained. Parent Survey and Program Selection forms are secured, copied, by a licensed ESL teacher and stored in the student's cumulative file at the school as well as in the "ELL Folder of Critical Documents" maintained. Parent Choice as indicated on the Parent Survey and Program Selection Form is entered and recorded in the ELPC screen in ATS. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education. If a bilingual education program is currently not available in the school, the student is placed in ENL program and provided with mandated ENL services based on the student's proficiency level. A school count toward minimum thresholds for opening a bilingual program is maintained. Outreach attempts are tracked and maintained. Notices to parents in the parent's preferred language who have previously chosen a TBE/DL would be sent when such a program becomes available in the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parent or guardian can not attend any Parent Orientation Meeting and the Parent Survey and Program Selection form is not returned within a timely manner, the Parent Survey and Program Selection form is mailed home via certified mail, and if necessary, the parent coordinator or other staff member who is fluent in the native language will contact the parent or guardian to ensure that the desired program choice is attained and the form is returned, signed, secured and stored in the student's cumulative file. The "Back to School Night," orientation meeting, special ELL parent/teacher meetings, and other parent/ teacher conferences provide additional opportunities to ensure that Parent Survey and Program Selection forms are returned. In addition, the ELL Parent Orientation Video is now available online in 13 languages. Parents are also able to view the ELL Parent Orientation video online in the event they are unable to attend any meetings during which it is shown. This further ensures that the desired program choice is attained. Parent Survey and Program Selection forms are secured, copied, by a licensed ESL teacher and stored in the student's cumulative file at the school. Parent Choice as indicated on the Parent Survey and Program Selection Form is entered onto ELPC screen in ATS.
9. Describe how your school ensures that placement parent notification letters are distributed.

Placement Parent Notification Letters are distributed in the parent or guardian's preferred language after the program choice is made by the parent or guardian on the Parent Survey and Program Selection Form at the parent orientation session. The Placement Letter informs parents and guardians of their child's placement into a Dual Language, ENL, or Transitional bi-lingual program based on the parent program choice indicated on the Parent Survey and Selection Form. If a parent chooses an option that is currently available in the school, the student is immediately placed in the program and the Parent Notification letter is distributed at the orientation session or on the following school day. If a parent's choice is not currently available in the school, there are two options available. The Department of English Language Learners and Student Support is contacted to assist with the transfer into a different school where the program is available or the parent may keep the student enrolled at our school in an available program. Parent Notification letters and other information are stored in a secure, accessible location in an "ELL Folder of Critical Documents" maintained by licensed ESL pedagogue. The Placement Parent Notification Letter is also stored in the student's cumulative file at the school. Parents and guardians are always aware of their child's placement to receive freestanding ENL, transitional bilingual, or dual language services.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documents include Home Language Identification Surveys, Parent Survey and Selection Forms, Program Placement letters, Entitlement letters, Continued Entitlement letters, Non-entitlement letters and Language Proficiency Team Determination Forms. All ELL documentation relevant for each student is dated and signed by the parent or guardian. All ELL documents are secured by a licensed ESL pedagogue and stored in the student's cumulative file at the school. A copy of every ELL document is stored in a secure, accessible location in an "ELL Folder of Critical Documents" maintained by a licensed ESL pedagogue.
11. 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.
The RLER report on ATS determines NYSESLAT eligibility of all ELLs each year. All sections of the New York State English as a Second Language Achievement Test are administered to all ELLs each year by licensed ESL pedagogues. The speaking section is administered first to all ELLs, followed by Sessions 1, 2, and 3 sections within the dates specified by New York State regulations. If a student is absent on the day of any section of test administration, he/she is administered the exam on test make-up days specified by New York State regulations. This ensures that all sections of the NYSESLAT are administered to all ELLs each year.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional Support Parent Notification letters are immediately distributed to all ELLs within the first 5 days of the school year. Each distributed letter is copied and retained as a record and stored at the school. It is requested that parents sign these notification letters and return the signed original copy. All signed copies of continued entitlement and transitional support parent notification letters are secured, by a licensed ESL teacher and stored at the school.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
As per Aspira Consent Decree, if 15 or more ELL students in grades 6-8 speak the same language in one grade and the thresholds of parent requests have been reached, a transitional bilingual or dual language is opened. After reviewing the Parent Survey and Program Selection forms for the past few years, there is a predominant choice (98%) of freestanding ENL. This choice has been consistent for many years. Therefore, the program model offered at our school is aligned with parent requests as the trend shows that the parents overwhelmingly prefer ENL classes integrated with mainstream programming.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

ES Programming and Scheduling

ELL students are programmed into ELL classes at the start of the school year, so there is continuity of services and support at all times. We currently have three licensed ESL teachers who provide services to all mandated students. Marie Curie Middle School 158 is currently using a Stand-alone ENL and integrated heterogeneous ENL program that provides all language arts and subject matter instruction in English. Students are grouped heterogeneously and by grade. In the Stand-alone program, Entering and Emerging level students are grouped together in one class by grade and transitioning and expanding students are grouped together in another class by grade. Students are also grouped heterogeneously and by grade and provided the mandated instruction according to their proficiency level as required by NYSED, CR Part 154 in an integrated ENL push-in program by three licensed ESL pedagogues.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

From the first day of school, ELL students receive a full program and are scheduled for one period of "Stand-alone" English-acquisition-focused instruction, the four major subjects, P.E. and a foreign language. During the year ATS reports are frequently run to ensure each student eligible for ENL services is identified. Entering and Emerging ELLs receive a total of 360 minutes of standalone ENL as well as integrated ENL/ELA instruction. Transitioning and Expanding ELLs receive a total of 180 minutes of standalone and integrated ENL instruction. Expanding ELLs receive the required 180 minutes of integrated ENL instruction. Commanding level ELLs receive 90 minutes of integrated ENL instruction. Former ELLs receive 90 minutes of integrated ENL instruction in ELA as well as content area subject classes. "Stand-Alone" class is delivered to ELLs of the same grade. In addition to ENL instruction in grade level "Stand-Alone" classes, the mandated periods of Integrated ENL in content area subject classes are provided by licensed ESL teachers for Entering, Emerging, Transitioning, Expanding, Commanding, and Former ELLs during content instruction in collaboration with regular classroom teachers to ensure students receive mandated instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations.

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

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

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

ELLs are appropriately evaluated in their home languages students' native language skills. This is achieved through use of translated textbooks, leveled textbooks and translated glossaries as part of the ENL program. In addition, independent reading

books in their native language are provided in the ESL classroom and general education classrooms as well as teacher/student created materials to support content area instruction such as bilingual vocabulary cards and leveled ESL textbooks in the different content areas. Translated versions of standardized tests are provided to our English Language Learners.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Instruction is differentiated for ELL subgroups based on English proficiency levels and the academic and language needs of individual students. NYSITELL scores for newcomers, NYSESLAT scores, ELA scores, and data available on Student Net in addition to base-line and other general assessments taken on a regular basis all serve to determine the academic needs and instruction plan for ELL students. Student performance and progress in subject classes is also taken into consideration. Collaboration with subject teachers and guidance counselors and their input as to the academic needs of the student further assists in assessing the academic and language needs of the students and instructional plan. ESL teachers attend ELA and Mathematics Department conferences and training sessions. During the year, ESL teachers confer with subject area teachers about their common students. In a series of ten formal Congruence Meetings, needs of individual students are discussed. New York State English Language Arts and English as a Second Language Learning Standards serve as the basis for ESL instruction. All programs for ELLs are aligned with the Comprehensive Core Curriculum. In conjunction, the four skill areas - listening, speaking, reading, and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach. All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. Instructional materials are diverse and multi-faceted. Content-based materials are used which are designed for the mainstream classroom and the ELL classroom. High interest trade books provide the basis for units of study. Many of these books are set in the native countries of the students. Tapping into prior knowledge, students master new skills using graphic organizers, understand text structure, build vocabulary, learn grammar, use reading strategies and write expository as well as personal essays. A few sample books include:

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

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

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

We provide services for beginner/entering, intermediate/emerging, intermediate/transitioning and advanced/ expanding and proficient/commanding students through scheduled Stand-Alone classes and an integrated ENL push-in program. ELL students who have participated in an English language school system for less than one year and intermediate, advanced, and proficient students are the target population for these integrated push-in ENL classes. The beginner and intermediate students are mainstreamed into all major subjects and also receive two periods of integrated ENL instruction daily as do the expanding and commanding students. During those ELL periods the following strategies are employed:

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

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

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

All ELL students receive at least one period of explicit ENL services. Additional periods are provided by ESL teachers integrating into mainstream classes. This ensures the proper amount of service for all entering, emerging, transitioning, and expanding ELLs as well as former ELLs. English is the language of instruction in all classes. In addition, the native language is encouraged as evidenced by multilingual libraries.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Marie Curie Middle School 158 follows a multifaceted approach regarding differentiated instruction to ELLs in schools less than three years (newcomers), ELLs in schools 4 to 6 years, long-term ELLs and SIFE students and ELLs identified as having special needs. The needs of these students are varied and assessment is used to drive instruction.

a. Plan for SIFE: There are no SIFE students designated ELL this year.

When we have SIFE students, the plan is as follows: SIFE students receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. SIFE students receive additional services beyond the mandated number of periods of ELL services in the form of integrated ENL, peer tutoring programs, PTA funded extra programs, ELL summer school and Title 3 classes.

b. Plan for ELLs in school for Newcomers: All ELLs receive the mandated number of periods of ELL services. These classes focus on all four modalities of language learning - listening, speaking, writing, and reading. New York State English Language Arts, English as a Second Language Learning Standards and Common Core State Standards serve as the basis for ESL instruction and planning. All programs for ELLs are aligned with the Comprehensive Core Curriculum. In conjunction, the four skill areas - listening, speaking, reading, and writing are integrated to support the language and literacy development of ELL students. NYSED Proficiency Levels for English as a Second Language provide a framework, which is presented using a Balanced Literacy approach. Our plan is to provide ELL with a rigorous intensive Core curriculum to support the language and literacy development of ELL students.

c. Plan for Developing ELLs in school: Our plan for those "Developing" students is to focus instruction on their areas of weakness and work to improve their skills. We will also focus on developing reading and writing skills in order to move them further towards attaining a proficiency level on the NYSESLAT. We will work on specific strategies to improve their reading and writing skills. These students will receive additional individualized reading and writing instruction using a computer based literacy program, "i-Ready". These students will also receive additional services beyond the mandated number of periods of ELL services in the form of integrated ENL, peer tutoring programs, PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills. These students will receive additional support in reading and writing in Title 3 classes. All ELL students are included in the Title 3 and Saturday Enrichment programs.

d. Plan for Long-Term ELLs: The majority of our long-term ELLs are in special education classes and/or have been x-coded. Our plan for those students who have been in ESL for 6 six years is to focus instruction on their areas of academic weaknesses and provide tailored differentiated instruction as indicated on their IEPs. These students will also receive additional individualized reading and writing instruction via the computer-based reading program, "i-Ready". ELL teachers will collaborate with special education and CTT teachers, para-professionals, and guidance counselors to meet their needs. Title 3, Saturday Enrichment, and as well as all other schools programs will be utilized to assist and attain a level of proficiency on the NYSESLAT exam.

e. Plan for former ELLs: Transitional support for students reaching proficiency on the NYSESLAT is a key element of the continuum of services for ELLs. Research has shown that students do not achieve CALP (Cognitive Academic Language Proficiency) for an average of six years. Therefore, continuing support is necessary. This is done by identifying students who have recently passed the NYSESLAT and disseminating this information to the school community. These students continue to receive 90 minutes a week of integrated ESL services for two years after reaching the proficient/commanding level with a focus unique to their needs.

- 7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To ensure that a student's academic progress is not adversely affected by the re-identification process, the following steps are being implemented. From the date of the superintendent's notification to the principal, parent/ guardian, and student, the principal reviews the Re-identification Process decision within a 6-to-12 month period to ensure that a student's academic progress is not adversely affected. If the principal believes that the student may have been adversely affected by the determination, based on the recommendation of a certified ESL teacher, the student's academic progress in his/her classes, and in consultation with the parent/guardian, a final decision will be determined. As defined in CR Part 154-2.3, the student will be provided with additional support services.

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

Teachers of ELLs identified as having special needs and/or disabilities use instructional strategies and grade-level materials that provide both access to academic content areas and accelerate English language development. For those students with special needs and disabilities, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or NYSTELL scores. Teachers and Paraprofessionals provide tailored differentiated instruction based on long term ELLs assessed needs as indicated in their IEPs. They receive small group instruction in self-contained classes. They also have a bilingual para-

Chart

professional who works one –on –one. Grade-level materials include individualized reading and writing instruction using a computer based literacy program, "i- Ready". This computer program enables students to work on specific strategies to improve their reading and writing skills. We also use a computer based program called "myON" which is an on-line digital library with special features such as translated books, vocabulary look-up, lexile level diagnostic tests and books that are read aloud. "myON" is one of many tools used to increase student reading comprehension levels, allowing them to meet Common Core Learning Standards. To make academic content comprehensible and accelerate English language development, a variety of instructional strategies are employed such as cooperative learning strategies, scaffolding, concept mapping, web-diagramming, and jigsaw activities. Multi-leveled content-based readings further enrich and accelerate English language development for ELL-SWDs.

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

To meet the diverse needs of ELLs with special needs and disabilities, instruction is delivered in the least restrictive environment according to their IEPs. Instruction is delivered in the environment of small self-contained classes. They also have a bilingual para-professional who works one-on-one. Our plan is to continue working on areas of weakness. Based on the IEP, the students may be mainstreamed for certain content areas and provided with a more restrictive environment in other content areas depending on the IEP. These students receive additional services beyond the mandated number of periods of ELL services in the form of PTA funded extra programs, Saturday Enrichment Programs to help enrich and improve current reading and writing skills. All ELL Students with special needs and disabilities are included in the ELL summer school and Title 3 classes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

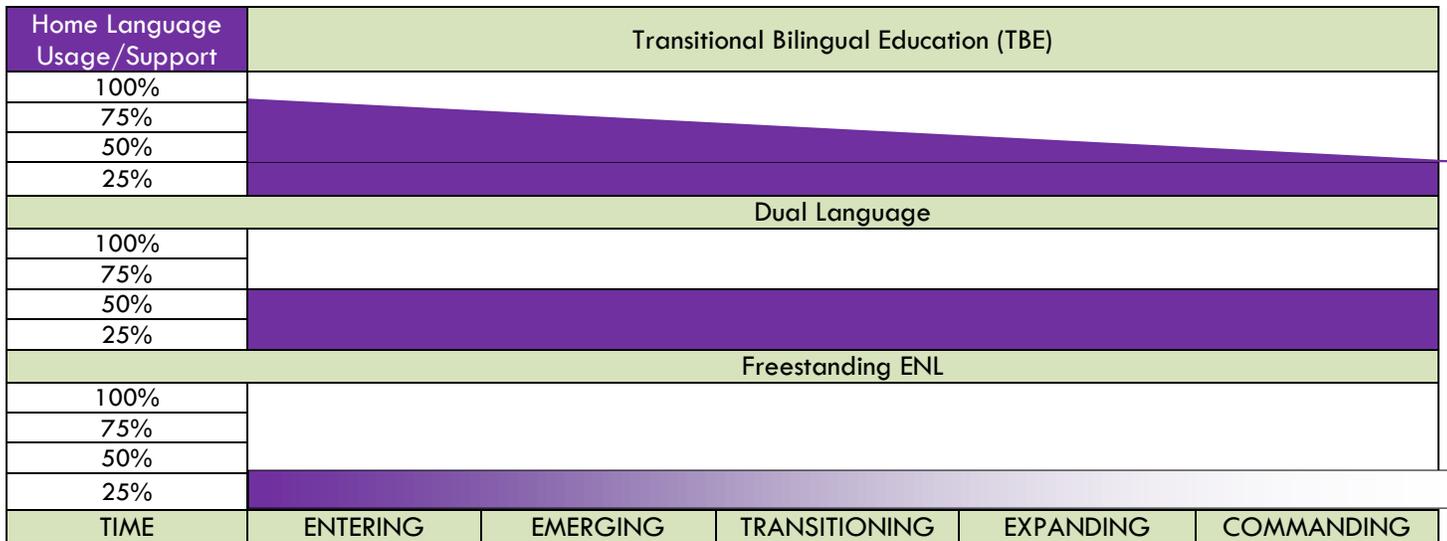


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

B. Programming and Scheduling

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

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

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

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

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

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

The Korean Cinderella – fairy tale

Passage to Freedom – social studies content, non-fiction

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

Holes – fiction, novel

The Down to Earth Guide to Global Warming – science content

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

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

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

We are also now using a new instructional program, Inside Language, Literacy and Content. This program alligns the ELL Curriculum with the Common Core Learning Standards. The program offer standards-based instruction in reading, writing, and language. It is designed for English learners to build and accelerate growth in language and literacy. The program offers overlapping levels that progress in reading and language proficiency levels and teach standards that spiral across each level. ELLs are given modifications during all assessments. Those accommodations are up to extended to former ELLs as well. Students who

pass the NYSESLAT two years prior fall into this category. ELLs are given two modifications on all standardized tests – time and a half and a separate location. In addition, translations are provided for the math exam. Hearing-impaired students are tested separately by a teacher who signs the entire exam.

School policy prohibits failing an ELL on the report card for two years. If a student can generate a passing grade, it is given. If not, the student will receive “P” (passing). Students currently assigned ESL classes as well as “graduates” receive extra support as long as necessary. In addition, these students are assigned to Small Group Instruction (SIG) and Extended Day classes throughout the school year. Students may also avail themselves of a PEER tutoring program. Our school measures the effectiveness of our ENL program by data from state exams, MOSL assessments, class exams, marking period grades and through close observation of student progress in the content areas throughout the year. Students have increased proficiency and have made significant progress on NYSESLAT assessments. All teachers are made aware of the ELL students in their classes from the first day of school by receiving a roster of all ELL students including “Commanding” in the entire school with proficiency levels and years of service indicated. This roster is updated with newly admitted ELLs throughout the year. The ENL teacher and the content area teachers work together to support the individual needs of each student.

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

Programs will be enhanced for the upcoming school year. We have instituted a school wide computer-based Digital Media Content program, Discovery Education. Discovery Education streaming is a digital video-based learning resource scientifically proven to increase academic achievement. It features more than 10,000 full-length videos divided into nearly 75,000 content-specific video segments. These content-specific video segments are learning resources that enable ESL teachers as well as subject area teachers to integrate digital media in the classroom and further enhance language development in the content areas and support ELLs. In addition, we have also instituted a school wide reading and math on-line computer program, “iReady”. “iReady Diagnostic & Instruction” is proven to help students make gains in reading and mathematics and is based on the Common Core Learning Standards. “myON” is another new on-line computer program instituted at our school. “myON” is an on-line digital library with special features such as translated books, vocabulary look-up, lexile level diagnostic tests and books that are read aloud. “myON” is one of many tools used to increase student reading comprehension levels, allowing them to meet Common Core Learning Standards.

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

We are no longer using the computer program, Ed Performance, as this program no longer suits our needs.

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

All English Language Learners are afforded equal access to all school programs. ELLs are afforded the same eligibility to participate in after-school programs as any other students. Translated notices of all school programs are distributed to parents of ELL students in their native languages informing them of all programs. Title 3 programs staffed by certified ESL teachers are provided both before and after school Tuesday to Friday mornings from 7:25 AM until 7:55 AM and on Wednesday, and Thursday afternoons from 2:20 pm to 3:20. The purpose of all ELL instruction is to provide enhanced services for ELL students in the areas of listening, reading, writing, and speaking with the goal of lifting English ability to the level of proficiency as quickly as possible. The Title 3 small group additional instructional period gives us a unique opportunity to focus on the areas of speaking and listening. A variety of instructional activities will take place including, creating and performing dialogue, discussion of academic and social issues, conversation about the news of the day, explicit guidelines on how to participate in main stream activities, and a general sharing of any and all concerns. In this way ELL students will be given the verbal and listening skills, in connection with their reading and writing skills, necessary for school success. In addition there is an after-school program and a Saturday program which include ELL students (Beacon and Project Achieve). ELL students participate in all after school teams and activities available to the mainstream population.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Programs will be enhanced for the upcoming school year. We have instituted a school wide computer-based Digital Media Content program, Discovery Education. Discovery Education streaming is a digital video-based learning resource scientifically proven to increase academic achievement. It features more than 10,000 full-length videos divided into nearly 75,000 content-specific video segments. These content-specific video segments are learning resources that enable ESL teachers as well as subject area teachers to integrate digital media in the classroom and further enhance language development in the content areas and support ELLs. In addition, we are also now using Academic Vocabulary Toolkit 1 & 2, a program which delivers effective instruction and enables ELLs to master high-use words for academic achievement. Included in the Academic Vocabulary Toolkit program is software that can be used for both pre-assessment and post-assessment, as well as formative and summative assessment. This program is in alignment with Common State Standards. In addition, we have also instituted a school wide reading and math on-line computer program, “iReady”. “iReady Diagnostic & Instruction” is proven to help students make gains in reading and mathematics and is based on the Common Core Learning Standards. “myON” is another new on-line computer program instituted at our school. “myON” is an on-line digital library with special features such as translated books, vocabulary look-up, lexile level diagnostic tests and books that

are read aloud. "myON" is one of many tools used to increase student reading comprehension levels, allowing them to meet Common Core Learning Standards.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

We do not presently have a Dual Language or Transitional Bilingual Program at this school. In our Free-Standing program at 158 there is a constant recognition of the importance of the continued development of native language skills. Native language is supported in our program by encouraging the use of it. ELLs are encouraged to complete some class writing assignments in both English and in their native language. Maintaining and improving reading fluency in the first language further improves reading ability in English. Therefore multi-lingual libraries are in all the ELL classrooms as well as in the school library. In addition, we have native language materials, dual language dictionaries and bilingual glossaries in content areas in the classrooms.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Services and resources correspond to ELLs' ages and grade levels. Classroom curriculum and resources are age appropriate, diverse and multi-faceted. Content-based materials are used which are designed for the mainstream classroom and the ELL classroom. Grade level curriculum provide the basis for units of study. In addition, the library, the ENL classroom and all ELA classroom libraries contain high interest, age and grade level appropriate independent reading books as well as nonfiction leveled reading texts for ELLs. Furthermore, online reading computer programs such as "i-Ready" and "Myon" provide additional leveled and age and grade appropriate resources that ELL students can access and give further support.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development and Support for School Staff
ENL teachers work closely with other pedagogues as well as with the administration. Staff development is ongoing. The training includes presentations, strategies, inter-visitations, activities, lesson-studies and the elements of a balanced literacy program with an emphasis on adapting it to the needs of ELL students. Assistant principals, subject area teachers, special education teachers, and paraprofessionals attend staff development sessions. Guidance counselors, school psychologists, speech therapists, secretaries and parent coordinators are also invited. ENL teachers attend ELA Department conferences and Team Meetings with content area subject teachers. Professional Development is provided on a weekly basis by administration and teacher leaders. In September a full day of staff development is held. Staff Development (2015-2016) activities and titles of workshops include: "What does evidence in the classroom look like? Domains 4 of the Framework for Teaching", The Scholastic Code X", the new curriculum designed to meet the City Wide Expectations for the 2015-2016 school year, a workshop using Skedula, a new online grading program adopted by the school this year, and a workshop on "Go Math", a comprehensive mathematics program developed to support the Common Core State Standards for Mathematics. Again, in November of 2015 our teachers will participate in a full day of staff development. Titles of Workshops include: Differentiation and Intervention in a GO Math 6-8 classroom, Assessment and GO Math 6-8, Aligning the Instructional Focus to the Danielson Framework 1e, 3b, 3c by Analyzing Authentic Data and Modifying Instruction by Planning Multiple Entry Points and Utilizing technology in the classroom. . ENL teachers meet with the content area teachers to work collaboratively to outline curriculum with a language development plan. There are several professional development workshops scheduled for the school year to fulfill the minimum 15% of Professional Development in ELL training and 50% ENL teacher training. Staff participate in ongoing, long-term staff development with a strong emphasis on the Common Core Learning Standards, high impact differentiated and academic language development strategies.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
During the year, ENL teachers confer with subject area teachers about their common students. In a series of ten formal Congruence Meetings, needs of individual students are discussed. ESL teachers meet with the content area teachers to work collaboratively to outline curriculum (based on the Common Core Learning Standards) with a language development plan. In September of 2015 our teachers participated in a full day of staff development. Teachers were instructed in the Citywide Expectations for the 2015-2016 school year and the implications for instruction were emphasized. Workshops were held in preparing teachers for first Baseline iReady Reading Assessment as well as Baseline Assessment Preparation for Content Area Teachers. Other workshops to teachers of ELLs as they engage in the Common Core Learning Standards included NYSESLAT Anaysis-Determining Target ELLs and Intervention Strategies , City Wide Expectations and The Implications on the ELL Population, Danielson's Framework for Teaching, and Aligning the Curriculum in ESL to Meet the ELA Common Core Standards . Additionally, all teachers are trained in the "iReady" reading and math on-line computer program and its implications for ELL students. "iReady Diagnostic & Instruction" is proven to help students make gains in reading and mathematics and is based on the Common Core Learning Standards. "myON" is another new computer program on which all teachers receive professional development. "myON" is an on-line digital library with special features such as translated books, vocabulary look-up, lexile level diagnostic tests and books that are read aloud. "myON" is one tool used to increase student reading comprehension levels, allowing them to meet Common Core Learning Standards. Teachers were trained on the ELL applications of this program. Moreover, our certified TESOL teachers will present a series of workshops called "Strategies to Support ELL and Former ELL students".
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ELLs transitioning from elementary to Middle School 158 are given a school orientation in May and June. These orientations assist ELLs as they transition from one school level to another. Guidance counselors are invited to attend professional staff development sessions at Middle School 158 and are thusly provided support to assist ELLs. Guidance counselors identify ELLs and other special needs students and create an appropriate schedule for them during the months of May and June. To further acclimate and assist in the transition, a "Sixth Grade Mixer" is held after school in September which enables all 6th graders to socialize with each other in their new school environmentl. Guidance counselors also assist ELLs as they transition from Middle School 158 to high school. They provide information about Specialized High Schools, the Specialized High School exams as well as district high schools. ELLs as well as all 8th graders are notified of citywide high school fairs being held and other pertinent information. . Guidance counselors are available to answer any questions and /or concerns of the student or parent. ELLs are also assisted with the dates of Orientations held for 8th graders at their prospective high schools.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

Professional development is provided to all teachers and administrators that specifically addresses the needs of English Language Learners. Fifteen percent of the required professional development hours is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners. All English as a New Language teachers receive a minimum of 50% of professional development hours which are dedicated to language acquisition in alignment with core content area instruction. This includes a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Professional development requirements are further met in the form of co-teacher congruence meetings as well as ENL network meetings and "Turn-key" presentations to all staff. Professional development is ongoing throughout the school year. All records of professional development activities such as agendas and attendance sheet are stored in a secure, accessible location in an "ELL Folder of Critical Documents" maintained by a licensed ESL pedagogue.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Individual meetings with parents of ELLs are held throughout the school year to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. Our first meeting is in September for parents of newly enrolled ELL students where the NY State standards and all program options are discussed. This year our first meeting was held in September of 2015 for parents of ELLs. Included in this discussion were the Parent Survey and Program Selection form, our program overview, instructional strategies, activities, and programs being implemented to ensure that ELL students meet the standards and pass all required city and state assessments. In November of 2015, a second Parent Meeting will be held. Interim Assessment exams, report cards, Title III programs and the approaching ELA exam will be the focus. In February of 2015 a third Parent Meeting is held to discuss the remaining state exams and assess progress to date. Any issues and concerns of the parents are addressed at these meetings. Parents are invited to attend special programs for the ELL classes as well as attend special assemblies. All meetings are held with translators present to address issues and questions.

In addition, parents can now receive immediate information regarding their child's education. Marie Curie is now using a new on-line grading program, Skedula, which gives parents access through Pupil Path to view their child's grades, attendance, class schedule, and progress on the Internet. Up-to-date academic information is available in nine languages. The Parent Coordinator is available to help parents utilize this resource. On-line communication with parents is also maintained throughout the school year via "Pupil Path". Furthermore, teachers are allotted time every Tuesday from 2:20 PM to 3:35 PM for Parent Communication. During this time teachers maintain communication with parents about their child's progress. During this time, individual as well as team-teacher meetings with parents are held regarding specific issues pertaining to their child's goals, needs, and progress. Administrator's, guidance counselors and translators are present at these meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
EXPLANATION FOR QUESTION****2. Throughout the year, records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated in many ways. Notes from in-person meetings and phone calls are retained in student data binders. Anecdotal logs and e-mails between teachers and parents are maintained via Pupil Path. Throughout the year, administration distributes student progress reports which are signed by the parent and returned. These progress reports are kept in student data binders for critical documents. Likewise, copies of all correspondence are also securely stored in the "ELL Folder of Critical Documents" maintained by a licensed ESL teacher.

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

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

Parent and Student Workshop Series

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

- High School Admission Process

In addition, parents are invited to celebrate the New Year in our annual Lunar New Year celebration. Parents, students and staff

of all cultural backgrounds gather together for a celebration of cultural diversity and exchange.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents and guardians of ELLs are invited to Resource Fairs in partnership with the Citywide Council of Special Education. Parents can come and learn about community resources and recreational opportunities such as:
- AllCare Provider Services
 - Bi-Linguals Inc.
 - Resources for Children with Special Needs
 - Parent to Parent
 - The Child's Place for Children with Special Needs....and many more
- Resources For Children With Special Needs Inc. is another organization that provides summer programs for children with disabilities to which ELL parents have access.
- Our ELL parents and guardians also have the opportunity to attend Free Adult English as a Second Language Classes at P.S. 133 in Bellerose every Monday and Wednesday from 11:00 AM –to 2:00 PM. Classes are conducted by the Office of Adult and Continuing Education of the Department of Education.
- ELL Parents are encouraged to use the Pupil Path. Up-to-date academic information is available in nine languages. They are encouraged to use other on-line resources such as National PTA Parent's Guides for Student Success, Stand for Children Web site, Council of Great City Schools Parent Roadmap, and Engage New York Parent and Family Resources. The Parent Coordinator is available to help parents utilize these resources.
5. How do you evaluate the needs of the parents?
Every effort is made to evaluate the needs of the parents. Needs of parents are evaluated through parent choice surveys, teacher specific surveys, suggestions given at PTA meetings and through individual parent meetings and or correspondence. A parent coordinator and translators are available at the school in order to aid in communication.
6. How do your parental involvement activities address the needs of the parents?
Middle School 158 recognizes and values the importance of effective parental involvement and student achievement. The goal at MS 158 is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The role of the Parent Coordinator is to increase parent involvement in the school by working closely with all school, parent, and community organizations. Our parent coordinator, Mrs. Polizzi, serves as our facilitator for parent and school community concerns. She conducts outreach to engage parents in their children's education. The following assessment tools were used to determine the written translation needs of MS 158. Mrs. Polizzi sent out a survey to all adult members of the school community including parents and professionals. An OTELE report was run to determine the home languages to increase parental involvement. HLS forms were reviewed, Guidance and teacher requests were also reviewed and thusly Home Languages of parents were determined to increase parental involvement and address the needs of the parents. Mrs. Polizzi convenes regular parent meetings and events around topics of key concerns to parents, attends parent parent meetings, and works with the school parent association. She organizes back to school an other events to increase parental and community involvement. The Parent Teacher Association is an integral part of our school and is supportive and involved in school programs. The Parent Teacher Association holds conferences once a month. The parents and guardians of all ELLs are invited and encouraged to attend. The needs of the parents of ELL students are addressed at these meetings. Parents of ELLs have the opportunity to voice their opinions and concerns at these meetings as well as at the ELL Parent meetings. All meetings and Parent/ Teacher conferences are held with translators present to address issues and questions.

D. Additional Information

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

Paste response here:

School Name: **Marie Curie Middle School**

School DBN: **26Q158**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie Nappi	Principal		
June Dunn	Assistant Principal		
Margaret Polizzi	Parent Coordinator		
Joanne Coneglio-Vlaco	ENL/Bilingual Teacher		
Monica Tarrao	Parent		
Lisa Martelli	Teacher/Subject Area		
Lori Kantor	Teacher/Subject Area		
	Coach		
	Coach		
Steve Epstein	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q158** School Name: **Marie Curie**
Superintendent: **Danielle Giunta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The Assessment tools that were used to determine the written translation needs of MS158 were:
-The Parent Coordinator, Margaret Polizzi, sent out a survey to all adult members of the school community including parents and professionals.
-The OTELE report was run
-HLIS forms reviewed
-Guidance assessment
-Classroom teacher requests
-PTA surveyed the parents to determine the home languages to increase parental involvement
Based on these sources written translation needs were identified for Spanish, Korean, Chinese, Russian and Greek

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents preferred languages for written and oral communication were:
Chinese
Korean
Russian
Spanish
Greek

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents typically translated and distributed to families are:

Monthly Principal newsletters.

All communication from the Chancellor

School brochures

Student progress reports

Annual Handbooks

Newsletters

Calendars

After school program information

Parent teacher conference announcements

Our website translates all communication including calendar of events and alcoholades

Pupil Path translates all communication to parents regarding student progress

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Face to Face meetings are translated as follows:

We hire interpreters for Parent teacher conferences on November 17th and March 16th, Back to school night on September 16th, incoming 6th Grade parent orientation in April. We use transmitters when needed for our parents to listen to what is being said in their own languages.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school meets all translation needs. We use the Translation and Interpretation Unit services for the Principal's newsletters. However at times the turn around time takes a long time and sometimes misses our dead line. Our website and Pupil Path automatically changes into the home language. we use Pupil Path to communicate all events and the teachers to communicate grades and anecdotes. All chancellor's communication is provided on the DOE website in many languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet interpretation needs by using over the phone interpreters, on-site interpreters and at times in-house school staff.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members are aware of how to use the over the phone interpretation. Language ID cards are posted around the building with the over the phone interpretation telephone number provided. The card is given out to all staff em

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will continue to provide parents with all communication in their language in line with the Chancellors regulations.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feed back from parents through e-mail and pupil path. We survey our parents every few months asking them the quality and availability of translation and interpretation services and if they are getting the most information from these services.