

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**10X237**

**School Name:**

**THE MARIE CURIE SCHOOL FOR MEDICINE, NURSING, AND HEALTH  
PROFESSIONS**

**Principal:**

**RODNEY FISHER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Marie Curie School for Medicine  
Nursing and Health Professions School Number (DBN): 10X237

Grades Served: 9-12

School Address: 120 West 231<sup>st</sup> Street Bronx, NY 10463

Phone Number: 718 796-8300 Fax: (718) 796-7051

School Contact Person: Diane Goldstein Email Address: Dgoldst7@schools.nyc.gov

Principal: Rodney Fisher

UFT Chapter Leader: Ralph Corvino

Parents' Association President: Idele White

SLT Chairperson: Idele White

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Idele White

Student Representative(s): Georgia Encarnacion; Sydni Johnson

**District Information**

District: 10 Superintendent: Elaine Lindsey

Superintendent's Office Address: One Fordham Plaza Bronx, NY

Superintendent's Email Address: elindse@schools.nyc.gov

Phone Number: (718) 741-5852 Fax: (718) 741 - 7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,  
Director's Office Address: NY 10458

Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: (718) 828-7776 Fax: (718) 828-6280

## 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)
Rodney Fisher	*Principal or Designee	
Ralph Corvino	*UFT Chapter Leader or Designee	
Idele White	*PA/PTA President or Designated Co-President	
Gregory Bess	DC 37 Representative (staff), if applicable	
Idele White	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Georgina Encarnacion	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sydni Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Persida Filpo	Member/ Teacher	
Judith Steinhart	Member/ Teacher	
Meccaya Francis	Member/ PA Recording Secretary	
Margarite Brown	Member/ PA Member Co Vice - President	
Wanda Pogue	Member/ PA Member Co Vice- President	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carla Barrios	Member/ PA Member Treasurer	
Mikayla Rendon	Member/ PA Member Secretary	
Idele White	SLT chairperson	
	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.

The Marie Curie School for Medicine, Nursing, and Health Professions, located in the Kingsbridge section of the Bronx, is a small high school in its eleventh. The current population 565 students, 97 male and 468 female: 176 ninth graders, 147 tenth graders, 121 eleventh graders, and 121 twelfth graders, 105 special education students among all grades. The ethnic breakdown of the students is 320 Hispanics, 7 Native Americans, 15 Asian, 2 Hawaiian/Philippine Islands, 203 Black, and 18 White. All 565 are classified as economically disadvantaged. 55 are English Language Learners.

The Mission of The Marie Curie School is to provide the students with an academically rigorous, college bound program that will also prepare them for successful health related careers in New York City. Each subject is infused with critical ideas, skills, and contemporary issues and values that are prominent in the health professions. In addition, the students have the opportunity to participate in community service projects that augment the students' academic studies with hands-on experiences.

The Marie Curie School believes that learning can best occur when students are interested in the subject matter, recognize a direct connection between classroom learning and community placement, and appreciate the correlation between their current focus and experiences and their ambitions, that the present practices will enable them to achieve their ultimate aspirations of becoming health professionals.

We believe that curriculum is fundamental to academic success. All teachers work together to create a school curriculum that is challenging and meaningful to students and prepares them for college. Students (and teachers) are mandated to not only meet the demands of state standardized exams, but to also complete projects and research-based presentations requiring critical thinking. Marie Curie classrooms are places where students are provided with opportunities to explore complex, relevant issues and questions. Teachers are expected to help students acquire the skills and information needed to master a particular subject area or field of study within the health professions.

A key component of The Marie Curie School program is the student internships for the older students. The 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders have internships at various hospitals and health facilities. During this time they shadow health care professionals and participate in hands-on learning with doctors and nurses. Our 9<sup>th</sup> graders participate in career programs, Mini-Meds and Mentoring in Medicine where med students work with MCS students in our school building and in theirs to introduce them to the skills necessary for future health careers.

The Marie Curie School has an Advisory Board that supports the goals and objectives of the school. The board consists of the principal, assistant principals, selected school staff, representatives from the Mosholu Montefiore, Community Center, our lead partner, Lehman College, and the participating hospitals and health care facilities.

Additionally, for the 2015-2016 school year, aligned with our Network initiatives, we will focus on Assessment For Learning (AFL) and advancing questioning and discussion in our classrooms, multiple entry points and our Theory of Action. These will drive the mission of our school allowing for student success beyond high school.

**Assessment For Learning** – ... strategies to assist students in knowing the tools to be successful in the classroom. At the beginning of the unit, the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student will work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

**Theory of Action** – MCHS’ will enhance and foster our community responsibility for teaching and learning. In our school community **TASK** - (ccountable alk ction uccess nowledge

**Are you on TASK?**

Themes of school community build and develop success and knowledge through -

- Accountable talk
- Socratic seminars
- Conversations with students re: academics and behavior
- Questioning techniques
- Inquiry based discussions with responsible interactions
- Meaningful conferences
- Co-generative dialogues

Based upon the Framework for Great Schools Report our areas of strength (3 out of 4 on Greater Schools Rubric) include Rigorous Instruction, Collaborative Teachers, Supportive Environment, and Trust.

Based upon the Framework for Great Schools Report our areas of focus (2 out of 4 on Greater Schools Rubric) include Effective School Leadership and Strong Family-Community Ties.

## 10X237 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	591	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	5	# SETSS	2	# Integrated Collaborative Teaching	36
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	9	# Drama	N/A
# Foreign Language	13	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	71.4%	% Attendance Rate			81.5%
% Free Lunch	62.5%	% Reduced Lunch			1.6%
% Limited English Proficient	8.9%	% Students with Disabilities			19.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			36.0%
% Hispanic or Latino	56.9%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	3.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# 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)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.81
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	73.7%	Mathematics Performance at levels 3 & 4			47.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	79.1%	% of 2nd year students who earned 10+ credits			75.0%
% of 3rd year students who earned 10+ credits	69.3%	4 Year Graduation Rate			68.0%
6 Year Graduation Rate	81.4%				
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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 Science (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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## 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.

Our Needs Assessment utilized data from the Danielson Framework for Teaching as well as Common Core Aligned DY0 Common Assessments in Literacy. Based on these data sources we find that 57% of teacher ratings in Competency 3C – Student Engagement fall below Effective. In addition based on school Common Assessments our Bottom Third and IEP students struggle to make growth as compared to school wide averages in areas of

- 1) Text Dependent Questions
- 2) Claims
- 3) Evidence
- 4) Counterclaims

Our 9<sup>th</sup> Grade students and our ELLs make significantly higher gains on these traits as compared to the school wide average. Our 10<sup>th</sup> grade however struggled this year falling behind school averages in 3 out of 4 of the traits in a growth model comparison

### **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 our Bottom Third, IEP, ELL, and 10<sup>th</sup> grade students will achieve 30% growth in areas of Text Dependent Questions, Claims, and Evidence comparing beginning of year Diagnostic Assessment with End of Year Common Assessments designed to mirror the MOSL Exam in ELA. All examinations will utilize the ELA MOSL rubric

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students engage in rigorous instruction via completion of curriculum in the Achieve 3000 program</p>	<p>ELL's, Bottom Third, IEP</p>	<p>September 2015- June 2016</p>	<p>ELA Teachers, ENL Teachers</p>
<p>Targeted Professional Development Series for teachers completed in September – October 2015 around Universal Design for Learning</p>	<p>Teachers</p>	<p>September – October 2015</p>	<p>Instructional Coaches, Mentors, Administration</p>
<p>Creation of Common Assessments to be administered in September 2015 and April 2016</p>	<p>All students</p>	<p>September 2015 and April 2016</p>	<p>ELA teachers, Instructional Coaches, Mentors, Administration</p>
<p>Targeted Professional Development around Competency 3C from the Danielson Framework for Teaching via observations and cycles of Inquiry</p>	<p>All Students</p>	<p>September 2015- May 2016</p>	<p>Administration, All Teachers, Instructional Coaches, Mentors</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Instructional Coaches, Teacher Mentors, Per Session Funding, Common Planning Time Built into Schedule for ICT classes</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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 December 2015 teachers will administer a benchmark assessment that mirrors the MOSL assessment. This exam will include the 3 traits assessed as part of this goal. We will look for percent growth of at least 10% compared to the baseline Diagnostic from September 2015</p>

**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.

During the 2014-2015 School Year we conducted 37 removals and Suspensions. The total number of incidents recorded during the academic year totaled 125. 50 of these incidents were repeat occurrences from 29 students who demonstrated recidivist behavior.

**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 the rate of recidivist behavior incidents will decrease in comparison to overall incidents reports by 5%. This will entail that recidivist incidents will account for no more than 35% of the overall incident reports compared to a 40% rate (50 out of 125) during the 2014-2015 school year.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Roll out of a collaboratively developed Progressive Ladder of Discipline with staff and students that emphasizes Guidance and Restorative Approaches. These programs are supported by information gained from the DOE OSYD office</p>	<p>All Students</p>	<p>June 2015- June 2016</p>	<p>All teachers, All students, LSCI counselors, Guidance, Administration</p>

Professional Development and implementation of Restorative Approaches. Select staff volunteer for summer training on Restorative Approaches within school settings.	Students and teachers involved in conflict	September 2015- June 2016	Administration, Guidance, Peer Mediator Group of Students
Training and use of Life Space Crisis Intervention Counselors to de-escalate student situations	Students in crisis	May 2015- June 2016	LSCI trained staff, administration
Training and use of student Peer Mediators to help students converse with other students and teachers prior to the escalation of conflict	All Students	September 2015- June 2016	Peer Mediators, Peer Mediation trained staff, counselors, administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources to achieve this goal include the use of staff members to participate in the Restorative Process. In addition we will use funding for Training, PD, and possibly coverages or per session in order to hold restorative conferences. As part of the student peer mediator schedule will be community service peer mediation. Parent Outreach time on Tuesday Professional Development will be used to support the Progressive Ladder of Discipline via Parent Outreach.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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.
<u>February 2016 is an appropriate Mid-point check in. We will use midyear data to extrapolate towards the end of the school year and possibly strengthen systems and structures as necessary.</u>
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Using Scholarship Reports from Term 1 of the 2014-2015 school year as data the average failure rate in co-taught classes for each of the core subject areas is as follows:

ELA – 27.6% student failure rate

Math- 37.42% failure rate

Science – 39.6% Failure rate

Social Studies – 40.4% failure rate

As this data shows, our co-taught environment is in need of support and focus to increase student performance

### 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 75% of all students enrolled in co-taught classrooms will obtain 10 credits or more during the 2015-2016 school year.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development around the Universal Design for Learning for all teachers.</p>	<p>Students within ICT classroom setting</p>	<p>September 2015 – June 2016</p>	<p>Special Education Teachers/ General Education Teachers</p>
<p>Develop Built in Common Planning time structures for teachers within the Co teaching Model</p>	<p>Students within ICT classroom Setting</p>	<p>September 2015- June 2016</p>	<p>Special Education Teachers/General Education Teachers within the ICT classrooms</p>
<p>Increase academic supports for those students who struggle via Small Group Instruction (c6 assignment) and other Resources such as Resource Room</p>	<p>Students within ICT classroom Setting</p>	<p>September 2015 – June 2016</p>	<p>Content Area teachers and Special Education Teachers (Resource Room)</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> 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>Integration of Resource Room which requires more Special Education Certified Personnel. Use of Instructional Coaches to support content area teachers. Use of Teacher Mentors to support new staff. Ensuring regular common planning time.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>Midpoint check in would be at the end of Fall semester to indicate how many students have achieved at least 5 credits in the Fall semester.</p>

**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.

According to the Framework for better schools an area of Focus under Effective School Leadership is Teacher Influence. In this category the survey results from teachers indicated a 52% positive response.

### **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 teacher response in the area of teacher influence will increase by at least 8 percentage points to 60% as measured by a school created Survey to monitor teacher feedback

### **Part 3 – Action Plan**

<b>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:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>			
Collaborative Partnerships with teachers to promote distributive leadership in areas of Scheduling, Instructional Committee, and the Professional Development Committee.	All Teachers	September 2015-June 2016	Administration and UFT Chapter Chair

Creation of Department Chairs to help create wider avenues of communication between staff and administration	All Teacher	September 2015- June 2016	Administration
Creation of dedicated time for all staff to complete the School Learning Environment Survey	All Teachers	May 2016	Administration

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Surveys will be administered during regular intervals using dedicated time during staff meetings. Regular Meetings with Department Chairs, Instructional Committee, and Cabinet Committee will be held on a bi-weekly basis. Regular Meetings with the Professional Development Committee will be held on a monthly basis. If these meetings cannot occur during the school day then per session will be offered depending on availability											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 house survey’s for teachers will be administered 3 times during the year during October, January, and March. The final survey will be administered as part of the overall School Learning Environment Survey.
<b>Part 5b.</b> 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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

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

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who have a level 1 in ELA on the latest state assessment	Achieve 3000 Adaptive Reading Program, Resource Room, Small Group Instruction. One to One Conferencing	Small Group, one to one, and tutoring	During the School Day. Afterschool for ELL students.
<b>Mathematics</b>	Students who have a level 1 in Mathematics on the latest State Assessment	Small Group Instruction, One to One Tutoring, Regents Prep Classes, One to One Conferencing	Small Group, one to one, and tutoring	During the School Day, Afterschool
<b>Science</b>	Students who have a level 1 in Science on the latest state Assessment	Small Group Instruction, One to One Tutoring, Regents Prep Classes, One to One Conferencing	Small Group, one to one, and tutoring	During the School Day, Afterschool
<b>Social Studies</b>	Students who have a level 1 in Social Studies on the latest state assessment	Small Group Instruction, One to One Tutoring, Regents Prep Classes, One to One Conferencing	Small Group, one to one, and tutoring	During the School Day, Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students are identified by the crisis team and Guidance department on an individual basis based on student data both academic and social/emotional	Individual counselling, Group Counselling, Mandated Counselling, Riverdale Mental Health Clinic, Morris Heights Health Clinic. Outside Referral Agencies	Small Group and One-to One.	During the School Day, Afterschool, Summer.

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Staff is hired via a hiring committee to ensure many members of the School Community have input into who joins the community. Professional Development Committee also request and at times design PD based on staff and student needs assessments to ensure staff is highly qualified to service our students

#### 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).
Professional Development is aligned to Instructional Core Competencies within the Danielson Framework and CCSS. This ongoing professional learning community in service is based on evidence of teacher need and is refined via a teacher feedback system for improved PD opportunities. Staff is also given as many opportunities as possible to see quality teaching strategies within other school communities and return those ideas to The Marie Curie School

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).

**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.).

**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.

On going professional development on the effective use of assessments in the classroom is provided to small groups of students. In addition Assessments are regularly addressed as part of the evaluative and support process. Assessments are commonly planned within a subject area and samples of student work are evaluated via the ATLAS protocol by department staff members.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	379,359.00	X	sect 5A, 5B, 5C, 5D
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	sect 5A
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,483,996.00	X	sect 5A, 5B, 5C, 5D

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **The Marie Curie School for Medicine, Nursing, and The Health Professions**, 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. **The Marie Curie School for Medicine, Nursing, and The Health Professions** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC)**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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>The Marie Curie High School</u>	DBN: <u>10X237</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>28</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>0</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 Title III ESL program strives to improve the English speaking, listening, reading and writing skills of our English language learners using the school's health focus as the overarching theme. The 28 9th - 12th grade high school students, intermediate (24) and beginner (4), will meet with the school's ESL certified teacher weekly for two hours and 20 minutes each on Wednesdays and Thursdays, from 2:40 - 5:00 for 31 weeks from October through June and for three hours, from 9:00 to 12:00 on 14 Saturdays, 7 in the fall and 7 in the spring, in the weeks prior to Regents exams. This will be about 176 hours @ \$50 per hour for a total of \$8800 for direct instruction. Using the ATS reports from the most recent NYSESLAT scores for the 4 subtests, in conjunction with other formative assessments, including Scantron, Achieve3000 reading test, and other classroom assignments, the units and lessons are designed to raise the students' achievement levels. To improve reading comprehension and writing skills, the students will be working on vocabulary development through lessons on recognizing prefixes, suffixes, root words, using cognates and context clues. Lessons will incorporate various grammar skills, including subject - verb agreement, use of pronouns, , forming questions to improve speaking and writing skills. To support students in accessing grade level content, there will be lessons on acquiring background knowledge, as well as using the this material in Socratic seminars, small group discussions, debates to improve speaking skills in a safe environment. The same materials will formulate the basis for various writing assignments to allow the students to apply the skills they are learning. The students will apply teachings from The 7 Habits of a Good Reader to practicing note taking, scanning, identifying the main idea, drawing conclusions, making inferences, etc. The students will conduct and participate in interviews which will require reading and writing in preparation for speaking. Students will work with graphic organizers, visual aids, charts, and an assortment of print materials, including newspaper and magazine articles, teacher created packets, and book excerpts, as well as computer and web based programs (Achieve3000, Youtube) to support their language development. Assignments are science, health, and medical based, but also include aspects of the students' backgrounds and cultural heritage. The Saturday sessions will concentrate on Regents Prep topics, including language of the test for the varous content area exams, as well as vocabulary in context, responding to essay questions, etc.

## Part C: Professional Development

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

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

Begin description here: The PD allocation will be used to provide professional development for our ESL certified teacher, as well as our major academic content area teachers who teach ELLs, on ESL strategies to improve classroom instruction, in addition to the after school Title III program. A school goal is to focus on developing leadership capacity in the building. Consequently, our ESL certified teacher needs to be supported to build her capacity to lead professional development for content area teachers in ESL strategies. This would include coaching, lesson planning, formative assessments, co-teaching models (partnerships between the ESL specialist and the academic content area teachers),

### Part C: Professional Development

etc. The support will be provided by the Network specialists and ESL vendors who can be at the school on a more regular basis. Outside vendors will be contracted to provide on-site professional development in implementing support strategies for the ESL teacher to improve classroom instruction as well as the after-school program. This will supplement the support provided by the Network achievement specialists. In addition, group sessions on making content more accessible to ELLs will be planned to include the content area teachers, in addition to the ESL teacher. Sessions will include, but not be limited to scaffolding instruction through adapting texts, using graphic organizers, phonemic awareness, identifying context clues, etc. Specific topics will include: How to breakdown complete texts for ELLs; ESL strategies for content area teachers; How to increase academic discourse for ELLs; How co-teaching models work. We are allotting about \$2400 for professional development.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>237</b>
School Name <b>The Marie Curie High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Rodney Fisher</b>	Assistant Principal <b>Peta Williams</b>
Coach	Coach <b>AP Ronald Singh</b>
ENL (English as a New Language)/Bilingual Teacher <b>Marie Ange Ndiaye</b>	School Counselor <b>Jessica Edwards</b>
Teacher/Subject Area <b>ENL Teacher Armando Reyes</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Patrick Childs</b>	Parent Coordinator <b>Ana Rivera</b>
Related-Service Provider <b>Tanya Dale</b>	Borough Field Support Center Staff Member <b>Wladimir Pierre</b>
Superintendent <b>Elaine Lindsey</b>	Other (Name and Title) <b>type here</b>

### 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	2	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	0
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)	574	Total number of ELLs	52	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" 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 #
<b>Transitional Bilingual Education</b>										0	0	0	0	0
<b>Dual Language</b>										0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	52	<b>Newcomers</b> (ELLs receiving service 0-3 years)	14	<b>ELL Students with Disabilities</b>	23
<b>SIFE</b>	8	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	32

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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	14	6	1	6	0	3	32	2	19	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
<b>TOTAL</b>	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										20	14	4	4	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										1	0	0	0	0
Arabic										1	0	0	0	0
Haitian										0	0	0	0	0
French										3	1	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										1	1	0	2	0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)										4	1	1	0	0
<b>Emerging</b> (Low Intermediate)										4	1	0	0	0
<b>Transitioning</b> (High Intermediate)										3	5	6	0	0
<b>Expanding</b> (Advanced)										19	6	6	1	0
<b>Commanding</b> (Proficient)										3	8	1	0	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	0	4	0	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										7	10	5	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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									0
7									0
8									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									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	8	0	7	0
Integrated Algebra/CC Algebra	27	0	7	0
Geometry/CC Algebra	4	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	5	0	1	0
Earth Science	4	0	2	0
Living Environment	29	0	8	0
Physics	0	0	0	0

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	22	0	3	0
Geography				
US History and Government	7	0	4	0
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.  
 Paste response to questions here: For entering students we utilize the new LAB-R and teacher created Assessments, including an interview and a reading test. We also use an online adaptive program called Achieve 3000. This provides us with skill levels in writing, reading, and speaking. We also have interpreted the ELA Acuity Baselines to gather student data
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 We have noticed that our ELLs with SWD struggle with reaching proficiency as measured on the NYSESLAT. They tend to be long term ELLs and show inconsistent levels over the test history, indicating that there are other factors impacting on student levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Currently the AMAO tool when downloaded has no data populated, so it prevents us from effectively utilizing the tool
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our students choose to take the NYS Regents in English because that is the language of instruction. Some do request the translated version to use as a glossary support in the test taking process. We have noticed that more students are scoring in the 55 - 59 and 60 - 64 ranges and there will be additional supports in place this year for students and teachers. Across the exams, there were 19 students in the 55 - 59 range and 15 in the 60 - 64 range. We provide educational resources in the home language. Achieve 3000 and other adaptive software programs utilize both languages for students to compare the home language to English.
- 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](#).]  
 Paste response to question here:

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our administrative and ENL teams review assessment results and student performance in their content area classes to monitor student achievement. After reviewing the June Regents results, we have noticed that our ELLs need more support in NYS content area assessments. Consequently, we will be incorporating this additional support into our programs for this year. There will be a unit on test language and how to turn the question into a topic sentence to assist students in improving their essays in the content areas. The ENL teacher provides English skills instruction following the ENL methodology. The instructional differentiation is based on the results of various Formative and Summative assessments such as the NYSESLAT, Interim Exam, Scantron, Acuity, Achieve 3000 reading test and multiple classroom teacher created assignments.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The administrative team reviews all the data from formal and informal assessments, using reports from Stars, datacation, ATS, report cards and transcripts, and observations to evaluate the success of our programs for ELLs. We monitor our success based on End Line Assessments in the NYSELAT. In addition we follow student progress via our adaptive program with Achieve 3000 which provides updates and reports on growth in reading level.

## Part IV: ELL Identification Process

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

- 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.
  - In order to identify a student is considered to have a home language other than English certain steps must first take place. This must be done within 10 school days. All parents or guardians must complete a Home language survey (HLIS). An interview is conducted by a trained school pedagogue, Mrs. Peta Williams and Diane Goldstein our Data Specialist in Spanish. The form is conducted in both English and the home language by the interviewer depending on preferred language. The pedagogue determines what language is used within the home through questioning and the HLIS form. If the HLIS form indicates that the home language is other than English a Spanish Lab test is administered (LAB-R) to determine what support services are needed and also language entitlement. The NYSITELL is administered by Mrs. Marie Ange NDiaye who is a ESL teacher
- 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).
  - Student s with interrupted/inconsistent formal educaton (SIFE) is determined during enrollment after completing the HLIS survey. Schools have 30 days to make determination. After prior indication of schooling is identified through the HLIS survey and the oral interview questionnaire is used to understand a newcomer ELL. Must be put in DOE's data collection system no later than 30 days from enrollment.
- 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).
  - A student who has an IEP is reviewed by the LPT team. The LPT team is formed and reviews evidence of student's English language development. A recommendation is made by the team. The school principal then determines if the student should take the NYSITELL. Determination of ELL status is identified. Recommendation is then determined by the superintendent if necessary.
- 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.
  - Once score on NYSITELL is determined then within five school days of ELL determination, the parent coordinator will inform parents of the results through a parent notification letter in their preferred language. Letters are also hand delivered to students and backpacked home notifying them of their determination and also mailed home to the parent/guardian.
- 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).  
This information is included in the parent orientation held at registration. The information is given in their preferred language by our guidance counselor Mrs. Jessica Edwards and our parent coordinator Mrs. Judy Veras. All copies of letters are filed and maintained in a specific ENL binder which is located in the guidance office.

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.
- At registration, the guidance counselor and the parent coordinator meet with new students and parents and discuss the 3 program options as part of the parent orientation. All conversations are given in preferred language as well. In addition, a workshop is conducted for parents from Advocates for Children. This trainer informed our parents of the 3 choices and programs offered. Parents complete the forms and the school follows-up with any testing, additional notifications and meetings/conversations within 3 - 5 days. Students are placed in programs at registration and schedules are revised if necessary after testing and additional parent notifications take place. All letters and conversations are in preferred language.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- At registration, the guidance counselor Mrs. Jessica Edwards and the parent coordinator Mrs. Judy Veras meet with the student and parent to discuss the information and have the forms signed. At this time they are offered the information in their preferred language. the forms must be returned within two weeks to return to guidance office. parent coordinator continues to make phone calls and request form from student until it is returned. If not returned than the parent is notified that biligual program is the default offer. Parent surveys are stored in a specific ENL labeled binder in the guidance office.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- The guidance counselors and the parent coordinator use school messenger for the first notification round and make phone calls and send letters to those still not returned. Finally, the school attendance teacher visits homes to meet with parents, explain the information to them and have the forms signed. All correspondence is in the preferred home language. The forms are placed in specific ENL binder in guidance office.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Our administrative team works closely with the guidance staff, Mrs. Jessica Edwards the parent coordinator Mrs. Judy Veras and the ENL teachers to ensure that parents receive and understand all notifications. School Messenger is also used to inform parents of letters that have been sent and meetings that will take place. Meetings are held annually where these matters are discussed and phone call conferences are held with those who cannot attend the meetings. All outreach is done in the preferred language. Guidance counselor stores all reponses and letters in a specific ENL binder in office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ENL documentation is kept in a central location in an individual student record. The HLIS survey, parent survey, selection form, program placement entitlement letter, and continued entitlement letter, NYSITELL determination form are placed in student's file. In addition, copies are made and all documentation is placed in an ENL specific binder which is sectioned out by form in the guidance counselors office for easy access to all support staff and teachers.
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 NYSESLAT exam is administered to all ELLs; the exam consists of a 4 section test. There is a speaking sub section and then the other 3 sections incorporate listening, writing, and reading. The test determines a score for proficiency level/result. The exam is given in the spring term. Letters to students and parents are backpacked home with students, mailed to home addresses, and phone calls are made to inform parents and students of the testing dates and the required administration. Home visits are also made by the attendance team to students in the week prior to administration to attempt to motivate LTA students to come in and be assesed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Our administrative team works closely with the guidance staff, the bi-lingual parent coordinator Mrs. Judy Veras and the ENL teachers to ensure that parents receive and understand all notifications. Meetings are held annually where these matters are discussed and phone call conferences are held with those who cannot attend the meetings. Mrs. Veras remains in close contact with parents to update them on changes, upcoming meetings and any questions they may have. To distribute letters we mail the letters, provide the child with a copy and backpack it home.
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).
- Based on Parent Survey and Program Selection forms, 100% of our parents request the ENL standalone program., which is what we offer. Parents feel that by HS, it is imperative for their children to be in an English language environment to graduate with the skills needed for success in college.

# 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.

Depending on their Proficiency level students are programmed for either an ICT model of integrated instruction in ELA and Science.

Services are provided by content area teachers and ENL teachers. Students classified as Entering and Emerging also receive standalone instruction in ENL from ENL teachers. The flexible minutes are used to increase the number of minutes students receive in each ICT and standalone section to 180 mins for each subject they receive ENL support services in.

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)?

In addition to ELA core classes provided by a licensed content area teacher students receive required period of ENL standalone instruction from an ENL certified teacher. In addition Integrated ENL minutes are met via push in models in Science and ELA integrated classes.

Entering Students receive 180 minutes of instruction in Integrated ENL/ELA, 180 minutes of instruction in an integrated ENL model for Science and 180 minutes of stand alone ENL.

Emerging Students receive 180 minutes of instruction in Integrated ENL/ELA, 180 minutes of instruction in an integrated ENL model for Science and 180 minutes of stand alone ENL.

Transitioning students receive 180 minutes of instruction in integrated ENL/ELA

Expanding students receive 180 minutes of instruction in either integrated co teaching models in either ELA or Science

Commanding students receive 180 minutes of instruction in either integrated co teaching models in either ELA or Science

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.

In ENL and ELA and all subject classes content is delivered in the English Language. Small group instruction and multiple entry points through visual, kinesthetic, and auditory learning are utilized to make the language comprehensible. Small group instruction is used to maximize time and decrease teacher student ratios increase the amount of individualized time a teacher can spend with students. Project based learning is used to place learning in context and use multiple communication skills. Teachers work on language objectives, changing them as skills develop and growth occurs coupled with academic objectives. They use academic supports, including graphic organizers, chunking the text, adapting the text, using the text page (bold print, captions, pictures/photos/diagrams, headings, subheadings, italics), low level high interest companion non-fiction selections, recorders/players, peer partners, small groups for guided instruction, flexible grouping, vocabulary development, strategies for understanding (context clues, cognates, visual aides/equipment, video clips on smartboards for visual clues, 4-corner activities, activities to build listening, speaking, reading, writing skills, taking into account the appropriate levels for the activities, responses, skills, and types of scaffolding for various activities.

The lessons are project based. They include debates following the Socratic Seminar Model, reading utilizing the 7 Habits of a Good Reader and writing using the Writing Workshop Model. The strategies used to deliver instruction and provide extra support are diverse and include, but are not limited to:

C o o p e r a t i v e l e a r n i n g a n d c o m m u n i t y b u i l d i n g

C o l l a b o r a t i v e p o s t e r s , d e s c r i p t i o n , a n d d i a l o g u e w r i t i n g

Not the t a k i n g e  
 P r o j e c t - b a s e d  
l e a r n i n g a n d h a n  
d s o n p r o j e c t s  
 P r e d i c t i n g  
 M a i n i d e  
n t i f i c a t i o n  
 G u i d e d r e a d i n  
g , s h a r e d r e a d i n  
g , s i l e n t r e a d i n  
g , m u l t i - v o i c e r e  
a d m i n g , r e a d i n g  
i t h a c f o c u s  
 R e c i p r o c a l t e  
a c h i n g a n d R e - t e  
a c h i n g  
 Q u e s t i o n i n g t e  
c h n i q u e  
 V o c a b u l a r y p r  
e v i e w  
 V o c a b u l a r y a c  
q u i s i t i o n / d e v e l o  
p m e n t a n d r e v i e  
s u ) , t e s t s , a n d q  
 Q u i c k w r i t e  
 R e a d i n g a n d W  
r i t i n g p r o c e s s w  
r i t h a f o c u s o n s a  
r g u m e n t a t i v e e s s  
a y s  
 S c a n n i n g  
 O u t l i n i n g  
 S e l f - a s s e s s m e  
n t  
 S t u d y s k i l l s  
 L n t e r v i e w s  
 J i g s a w  
 C h a r t s  
 G r a p h i c o r g a n  
i z e r s  
 V i s u a l a i d s  
 T e c h n o l o g y -  
C o m p u t e r s , s m a r t  
b o a r d s , e t c . p r o  
v i d e s t u d e n t s t h  
e o p p o r t u n i t y t o  
p r a c t i c e l i s t e n i  
n g , w r i t i n g , r e a  
d i n g , a n d l a n g u a  
g e d e v e l o p m e n t  
 C o m p u t e r p r o g  
r a m s s u c h a s A c h  
i e v e 3 0 0 , e t c .  
 R e g u l a r , c o n f

e r r i n g , c o m m u n i c  
a t i o n s , w o r k a n d  
g r a d e s u p d a t e s

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

We use benchmark assessments and utilize Achieve 3000 as an on going assessment tool throughout the year. We administer the home language survey at the beginning of the year and follow regulations for home language instruction as designated by our ENL program

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

We utilize the adaptive program of Achieve 3000 as an on going assessment tool for all of our ELLs.: Teachers also incorporate these assessments into the long and short term planning including school wide common assessments aligned to the Common Core ELA standards. Formative Assessment cycles are used to track student progress and update goals. The information is then used to revise/drive future instructional planning.

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

Instruction for all students is differentiated after a needs assessment is done. Then students are given additional support after school as a form of differentiation as well as through the use of leveled texts and adaptive computer programs in Achieve 3000. Instructional technology is used to create an adaptive learning environment. See above - #3 for specific strategies/skills/supports incorporated into the instructional activities for all ELLs, appropriate to the students' levels.

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.

Our advisory structure as well as teacher progress reports help us to assess student progress and the appropriateness of ELL classifications or declassifications. Guidance and administrative staff review report cards, failure reports, other data sources, et etc. as well as have conferences with staff and students to monitor progress.

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?

Videos for flipped Classroom Instruction, language translators, graphic organizers for essay writing. Small group instruction and peer-peer interaction is emphasized to have students verbally express and justify their ideas. As they do with all ELLs, teachers work on language objectives, changing them as skills develop and growth occurs coupled with academic objectives. They use academic supports, including graphic organizers, chunking the text, adapting the text, using the text page (bold print, captions, pictures/photos/diagrams, headings, subheadings, italics), low level high interest companion non-fiction selections, recorders/players, peer partners, small groups for guided instruction, flexible grouping, vocabulary development, strategies for understanding (context clues, cognates, visual aides/equipment, video clips on smartboards for visual clues, 4-corner activities, activities to build listening, speaking, reading, writing skills, taking into account the appropriate levels for the activities, responses, skills, and types of scaffolding for various activities. The ENL teachers work with the SE teachers and support the students in meeting their IEP goals. Both discipline literacy and ecological framework are factors that affect a student's performance which are addressed in the ENL instructional practices. Good instructional practices benefit all students, so the ENL supports are used in conjunction with IEP mandates and supports to increase success 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?

Our ENL teachers are scheduled in stand alone ENL classes and content area classes to create greater flexibility in teacher and student programming. Our ENL teachers will be working with both content area and special education teachers both in planning and in direct instruction in ICT and self-contained classrooms. IEP goals and language objectives will be shared and emphasized in in planning and supporting ELLs with disabilities. In addition, students will benefit from peer partnerships with EP students with & without disabilities and ELLs without disabilities.

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

**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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

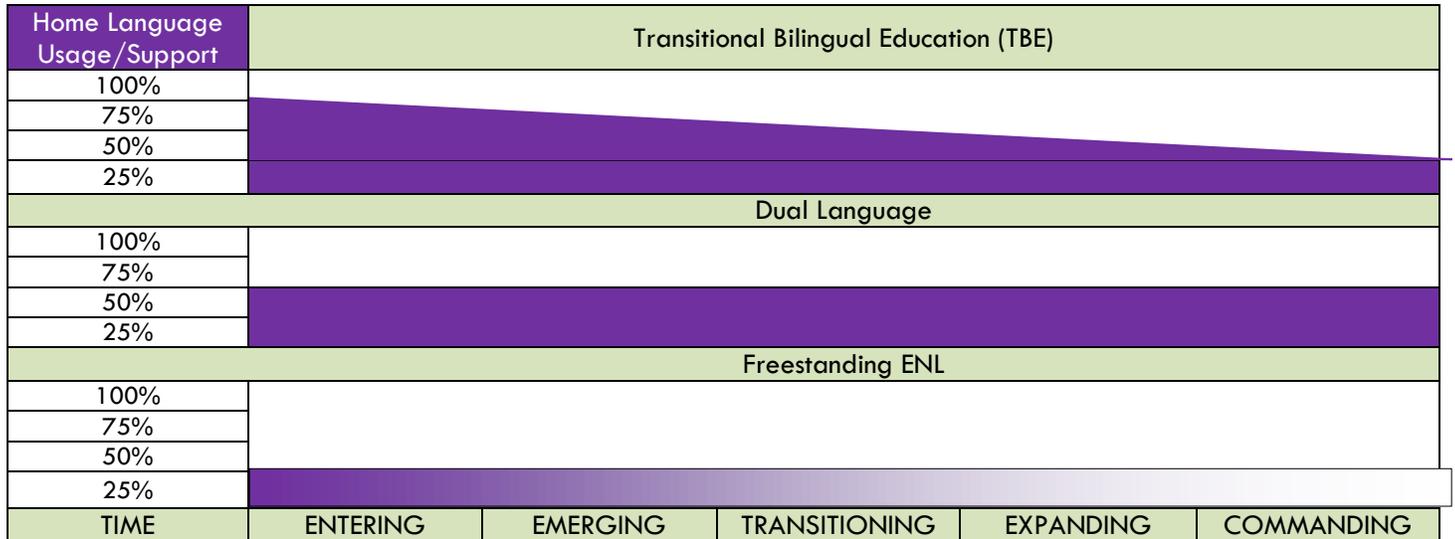


\*Note “other approved services” does not apply to New York City at this time.

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. Currently our targeted intervention programs include ENL teachers for push-in support in core content areas including ICT and self-contained SE classrooms, small group instruction by subgroups and by language levels in after school and Saturday programs and opportunities for ELLs to participate with EPs in Regents prep and benefit from peer support/tutoring. We also use Castle Learning both in-class and for homework and study/test prep purposes which benefit our ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our ELLs who use the Achieve 3000 program have shown at least one level of growth.
12. What new programs or improvements will be considered for the upcoming school year?  
As part of the upcoming school year Push-in Collaborative Teaching models in Content areas with ENL support will help in the transference of skills from the stand alone classes to the content area classes.
13. What programs/services for ELLs will be discontinued and why?  
None. Instead we will look to bolster our program by adding supports.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
There are afterschool ELL skills development workshops specifically for ELLs. In addition there is support for Regents exam preparation for all students including ELLs. We also have recreational programs open to all students, including ELLs, which give ELLs the opportunity to interact with other students and use their communications skills in non-judgemental situations.
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.  
Dictionaries, Laptops, Smartboards in every classroom, audio devices such as boom boxes and headphones for books on tape/CD. We use Aventa on-line learning, Achieve3000, CastleLearning to support our ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our only program is ENL. Our teachers have informed us that within ENL the instruction must be provided in English; however, we do have an alternate language para who provides language support for students with IEPs. In addition, we use subject specific glossaries, as well as dictionaries in content area classrooms. We offer the students Regents exams in other languages in various content areas. Students have opportunities to use support materials from the Internet in translation. We do have bilingual staff members who are available to provide translations, verbal or written when needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Periodic department meetings are used to ensure compliance with support services. Administration does formal and informal observations, as well as walkthroughs, to observe classroom practices and monitor compliance.
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).  
Guidance Conferences with Administration and Guidance counselors are held. During these meetings our Parent Coordinator facilitates translation services so that we can assist the students in beginning a productive year. All students are assigned an advisor and weekly advisory periods take place where the new ELLs can interact with other students and get support from peers and the advisor.
19. What language electives are offered to ELLs?  
Spanish
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)?

Paste response to question here:

## 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.)  
Training in Achieve 3000. Training around using the tristate rubric to align curriculum to Common Core, Staff Development in components 3B, 3C, and 3D from Danielson.
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?  
Training will be given on portfolio development and data analysis via the Atlas Protocol
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
We hold biannual staff meetings around the needs and goals for our ELL students.
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.  
Monthly Department meetings and out of the building training are used as the primary vehicle for ESL specific professional development.

### 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?

Marie Curie High School plans to structure individualized parent / guardian meetings to best support our ELL parent / guardian community during our 40 minute parent involvement structured time on Tuesdays. ELL parents/ guardians will be invited on Tuesdays to meet with our ESL teachers to discuss their child's individual needs. If parents cannot come in physically then a phone conference may be held instead. Individualized meetings will be documented through a parent - teacher sign in sheet that will detail the agenda items that are discussed throughout the meeting. Parent - Teacher sign in sheets, parent /guardian outreach and other pertinent documents will be kept on file in a binder. On -site Spanish translation services will be provided to ELL parent / guardians. The Department of Education Language and Interpretation Unit will utilized in the event that a language other than Spanish is needed.

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.

Marie Curie High School provides our parent/ guardian community at large with different opportunities to become actively involved in their child's academic education. This inclusive environment includes, but is not limited to the following: monthly Parent Association meetings and School Leadership Team Meetings which offer parents the opportunity to voice their ideas and concerns, individualized parent / guardian meetings with ENL teachers to discuss their child's needs and offer parents support, school website that allows parents/ guardians to access and track their child's academic progress and communicate with teachers in their native language, workshops specifically organized around best support practices and meet the needs of our ELL student and parent/ guardian community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Throughout the 2015- 2016 academic school year, our school plans to collaborate with Advocates for Children, a not-for profit organization focused on empowering families and communities and advocating for the educational rights of individual students. Advocates for Children will be invited to provide workshops specific to our ELL student and parent / guardian community.

5. How do you evaluate the needs of the parents?

To determine the needs and interests of our ELL students and parent / guardian community, we will prepare a short survey for them to complete after their individualized parent- teacher meetings. If parent/ guardians are unable to attend, we will call them, have a telephone conference, and then conduct the survey over the phone survey as well.

6. How do your parental involvement activities address the needs of the parents?

Parent Involvement activities are structured to meet the specific needs of each parent/ guardian sub- group as well as expose the general population to explore other general avenues of opportunity. Parent/ Guardians will be asked to fill out a survey during our parent -teacher nights to identify our parent / guardian populations' interests and needs. On-going parent/ guardian input offered throughout constant interactions will also be utilized to provide and/or create workshops, meetings and parent -teacher interactions to address the needs of our parent / guardian community on an ongoing basis. Over the course of the year, we do parent and student focus groups to gain insight into the opinions, interests, needs, and feelings of these communities. We also do grade level specific workshops on various topics, including, but not limited to IEPs, promotional requirements and the road to college, credit and Regents requirements for HS graduation, college financing, technology for communications with families, as well as for academic support, etc.

### 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:** The **School DBN:** 10X237

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)
Rodney Fisher	Principal		1/1/01
Peta Williams	Assistant Principal		1/1/01
Judy Veras	Parent Coordinator		1/1/01
Marie-Ange N'diaye	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
ENL tchr Armando Reyes	Teacher/Subject Area		1/1/01
Patrick Childs	Teacher/Subject Area		1/1/01
AP: Ronald Singh	Coach		1/1/01
Jay Lurie	Coach		1/1/01
Jessica Edwards	School Counselor		1/1/01
Elaine Lindsey	Superintendent		1/1/01
Wladimir Pierre	Borough Field Support Center Staff Member <u>Bronx</u>		1/1/01
Tanya Dale	Other <u>Related Services</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **10X237**

School Name: **The Marie Curie High School**

Superintendent: **Elaine Lindsey**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

In keeping with our parent involvement practices, we assess our parent/ guardian communities' home language through the implementation of the following:  
The NYC Department of Education Parent / Guardian Home Language Identification Survey is administered once a student and their family enter our school community. The survey allows our school community to identify a family's preferred language for both written and oral communication. A Language Identification Guide provided by the NYC Department of Education's Translation and Interpretation Unit is visibly placed in the school's main office to help school staff identify the language of limited – English –proficient parent/guardians and guests. Once the parent / guardians language is identified a call is placed to the NYC Dept. of Education's Translation and Interpretation Unit for over the phone translation and interpretation services.  
The utilization of the Department of Education's Blue Emergency cards allow us to identify and update a family's preferred language of communication whether written, oral or both. Emergency blue cards are gathered in the beginning of each school year and updated on a continuous basis throughout the school year. They are also used to update the ATS system so that the RAPL report can be printed and serve as a quick reference for school personnel to identify a parent's home language. )

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 both written and oral communications by number of families include:

Afrikaans (1), Akan (1), Albanian (5), Arabic (4), Bengali (5), Chinese (1), English (352), Fulani (2), Oneida (1), Soninke (2), Spanish (158), Twi (4), Urdu (1)

## **Part B: Creating a Communications Calendar**

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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 following documents are translated and disseminated to our parent / guardian community in the following timeframes throughout the academic and non- academic school year:

School Calendar on a monthly basis detailing academic and extracurricular programs

Parent –Teacher announcements sent to parents twice a year

Parent Meet and Greet Night announcement in September

End of Year Conference announcement in May

School Messenger Messages

School Flyers announcing all academic, parent and school events, meetings, academic and non-academic programs

School Policy and Procedures (beginning and throughout the school year)

All DOE announcements are disseminated to our parent /guardian community in the timeframe specified by the DOE. Language specific copies are printed from the DOE website, where available.

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.

In lieu of our student and parent / guardian population, we aim to hire staff that best meets / responds to their needs, including but not limited to communicating in the family's home language. Our school is fortunate to have 12 Spanish speaking staff members and 2 French speaking teachers. There are a few teachers who speak other languages that are not spoken by our students' families.

Parent –teacher conferences, and parent –teacher nights take place as dictated by The Department of Education.

Face to face conferences are programmed as deemed necessary by and not limited to a student's teacher, advisor, guidance counselor, attendance teacher or any other school staff that wish to discuss academic and non- academic concerns.

Our parent association, school leadership team, food partnership and school cabinet meetings occur on a monthly basis and translation services are made available to provide our parent/ guardian the opportunity to participate in their child's education.

Our attendance teacher conducts informal contacts through home visits on a regular basis to reach families in which the student is not coming to school.

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## Part C: Providing Language Assistance Services

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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.

Since 29.4% of our families identified their preferred language as Spanish, we have identified our parent coordinator as our in-house staff member to provide written translation of school documents in a timely manner. Parents/ Guardians who have identified their preferred home language other than Spanish, translation services will be solicited from the Translation & Interpretation Unit in a timely fashion in order to expedite written information to our non – English and Spanish parent/ guardian community.

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.

Over – the phone translation & Interpretation services will be solicited via the translation and interpretation unit for our non – English and non- Spanish speaking parent / guardian community. On – Site interpretation will be readily available in to our Spanish speaking parent /guardian community.

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## Part D: Training Staff on Policies and Procedures

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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.)

Staff is provided with the Translation & interpretation brochure, Language ID Guide, Language Palm Card in the beginning of each School year and before each DOE designated parent – teacher meeting. Our designated Language Access Coordinator will inform, and assist school staff in accessing services provided by the Language & Interpretation Unit.

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## Part E: Providing Notice of Language Assistance Services

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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 Community will fulfill our parental notification requirements for translation and interpretation services through the implementation of the following:

A welcome poster received from the Language & Interpretation Unit will be posted in our schools main entrance.

Parent Bill of rights and parents' Guide to Language Access will be distributed to parents /guardians during:

- In-coming 9th grade parent / guardian orientation in August 2015
- Parent Meet and Greet Night in September 2015
- Parent – Teacher Conferences in November 2015
- Parent – Teacher Conferences in March 2016
- End of Year Parent – Teacher conferences in May 2016
- Copies of the Parents' Bill of Rights will be posted in the main office

Our Language ID Guide will be posted in the main office and at security desk to be able to identify parent / guardian preferred language.

### **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)

Feedback on the quality and availability of services will be gathered from our parent / guardian community through our yearly school survey and through an internal school based survey given during parent - teacher meetings. These systems will enable us to monitor our efficiency in meeting the language needs of our non - English speaking families.