



J.H.S. 067 LOUIS PASTEUR

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: J.H.S. 067 LOUIS PASTEUR
ADDRESS: 51-60 MARATHON PARKWAY
TELEPHONE: 718-423-8138
FAX: 718-423-8281

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342600010067 **SCHOOL NAME:** J.H.S. 067 Louis Pasteur

SCHOOL ADDRESS: 51-60 MARATHON PARKWAY, QUEENS, NY, 11362

SCHOOL TELEPHONE: 718-423-8138 **FAX:** 718-423-8281

SCHOOL CONTACT PERSON: Zoi McGrath **EMAIL ADDRESS:** ZMcgrat@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Zoi Mcgrath

PRINCIPAL: Zoi McGrath

UFT CHAPTER LEADER: Isabelle Simos

PARENTS' ASSOCIATION PRESIDENT: Ingrid Guapisaca

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: Joanne JoynerWells/MARGUERITE STRAUS/Gary D. Goldenback

SUPERINTENDENT: ANITA SAUNDERS

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Zoi McGrath	Principal	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Robert Chambers	CSA	Electronic Signature Approved.
Ingrid Guapisaca	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Spencer Wu	Parent	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Jeffrey Surret	Admin/CSA	Electronic Signature Approved. Comments: recieved signature viewed final
Isabelle Simos	UFT Chapter Leader	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Lynn Miner	UFT Member	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Janice Cole	UFT Member	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Madeline Maisano	Parent	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18

Anna Cucchiara	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Maureen Salloum	Parent	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Jeannette Segal	Parent	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Lana Rajwan	UFT Member	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Janet Huber	DC 37 Representative	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18
Marta Agosti	Parent	Electronic Signature Approved. Comments: recieved signature Will view final on 11/18

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Vision

Louis Pasteur Middle School-67(Q); is dedicated to promoting academic achievement by creating a teaching and learning environment that recognizes the unique social, emotional and intellectual needs of young adolescents.

We are committed to teaching our students how to best function in a society that values leadership skills, clarity of purpose, human interdependence, and respect for others. By setting high standards for ourselves as life long learners, the adults in the MS 67 Family set an example of perseverance and achievement for our academically gifted, non-SP, ELL and special education students.

Mission

Since 1991, Louis Pasteur Middle School 67 has embraced the tenets of middle school philosophy. We are dedicated to providing an excellent education to all students in a caring, nurturing environment. Each child is valued as an individual with unique characteristics to be developed and/or enhanced. Our staff, parents, and community strive to offer all students the opportunity to master academic and social skills so as to prepare them to be thriving and participatory members of an ever-evolving society. Through high quality classroom instruction, before and after-school programs, academic intervention services, social activities, clubs and teams we will equip our children with lifelong skills for success.

Contextual information

Louis Pasteur Middle School 67 – The Renaissance School of Inquiry and Law is located in the Little Neck / Douglaston area of Queens. We are a proud member of district 26 "the highest performing district in NYC", as reported by schools chancellor Joel Klein. The school was built in 1956 as a K-9 school. In 1963, it became a junior high school and more recently in 1991, it was restructured into a middle school consisting of grades six through nine. In 2006 this was changed to the current format of grades 6-8. The current roster of 952 students are programmed by a departmentalized schedule; instructed by a dedicated staff of: (9) Math, (11) ELA, (8) Social Studies, (7) Science, (5) Special Education and (3) Physical Education and (5) Performing Arts teachers.

The community is primarily residential with a combination of private homes, multiple family dwellings and several apartment buildings. The diverse community is represented in our school with: Asian-59%, White-28%, Hispanic-9%, Black-3% and other- 1%. We are fortunate to have a dedicated and involved PTA endeavoring to keep all parents informed about their children's education. They are an integral part of our School Leadership Team that consistently meets on a monthly basis. In addition to their vital role as co-teachers for their children and fundraisers for our school, PTA members also

serve as program coordinators, and valuable volunteers who work closely with our dedicated Parent Coordinator to meet the needs of our children.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	J.H.S. 067 Louis Pasteur									
District:	26	DBN #:	26Q067	School BEDS Code:						
DEMOGRAPHICS										
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded				
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	0	0	0		96.7	97.4	TBD			
Kindergarten	0	0	0							
Grade 1	0	0	0	Student Stability - % of Enrollment:						
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	0	0	0		97.2	95.95	TBD			
Grade 4	0	0	0							
Grade 5	0	0	0	Poverty Rate - % of Enrollment:						
Grade 6	317	314	316	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	319	314	310		15	16.6	34.6			
Grade 8	308	322	327							
Grade 9	1	0	0	Students in Temporary Housing - Total Number:						
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	5	TBD			
Grade 12	0	0	0							
Ungraded	1	1	6	Recent Immigrants - Total Number:						
Total	946	951	959	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					17	20	12			
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	26	18	20	Principal Suspensions	13	3	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	TBD			
Number all others	64	65	74							
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants		N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants		0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	38	32	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	3	5	Number of Teachers	52	54	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	10	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.2	64.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	57.7	48.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	76	TBD
American Indian or Alaska Native	0.2	0.3	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.8	92.7	TBD
Black or African American	3.8	3.2	3.9				
Hispanic or Latino	8.9	11.6	10.2				
Asian or Native Hawaiian/Other Pacific Isl.	53.1	54.2	55.3				
White	34	30.8	30.2				
Multi-racial							
Male	53.1	52.2	53.4				
Female	46.9	47.8	46.6				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input checked="" type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial		-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	88	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

- What student performance trends can you identify?

Our school's most recent progress report data shows that our academic departments- ELA: scoring 77.8% and Math: 88.6% have declined from the previous year scores. This declined is partially attributed to the recalibration of the scale score intervals that represent levels 1-4, as well as the schools inability to show what is defined as *adequate progress* in reference to our peer group.

Due to our statistical decline we will focus our efforts to increase student performance that will exceed the benchmarks that are defined by our peer group. School administration have closely examined this data and concluded that we are going to improve instruction in ELA, Math, and

- What have been the greatest accomplishments over the last couple years?

At MS67 we are proud of our collective dedication to excellence; we feel that this goal starts with the administrative staff that serves a like-minded teaching staff that is hard working and passionate about their craft. These components are supported by the fact that we are in the highest rated peer group in NYC schools.

Due to our standards for excellence and academic rigor, we graduate a large percentage (60%) of our senior class to the NYC Specialized HS system. We compete and place very high in various academic and arts competitions. Most recently we placed 1st overall in sixth grade and 2nd overall in seventh grade in the NYS state Math's First competition. Our school's tennis team placed first overall in the city and brought home the Mayor's Cup for the second consecutive year. Our school's robotics team placed 1st last year at the Queens qualifier at Aviation H.S. Our Arts department is truly "second to none". Our students have placed at various art competitions, including a first place overall in NYC, winning the *Silver Key* award for art excellence. We are proud to say that our student has recently displayed her work at the Museum of Modern Art. We have successfully put on a full production of the plays- "Oliver", "The Wiz", "Cinderella", and this year's "Bye Bye Birdie" in addition, we sell out the auditorium for two seasonal "Night of Music and Arts" that serve to be a most memorable experience for every participant; especially the community. In addition, we serve a community of dedicated parents that show their support, as well as a dedicated, hardworking teaching staff.

- What are the most significant "aids" or "barriers" to the school's continuous improvement?

In the area of “aid” to our improvement, our staff members have shown a true willingness to adapt to the ever changing needs of our students. It is clear that we must raise the bar on expectations if we are to exceed the new benchmarks for ELA and Math as well as the support services to students with special needs and our English language learners.

A “barrier” that has impeded our continuous improvement is the manner in which we service our special need and ell students. This area of concern as evidenced by the 2009-2010 shows that the aforementioned population did not make the necessary gains in reference to our peer horizon. Therefore, we have determined that the interventions applied in the 2009-2010 school year were ineffective. Consequently, we have fully revamped our AIS program as well as reevaluated our approach to servicing ell students. This will be facilitated through our school wide inquiry team, in conjunction with a full rotation of Math/ELA-AIS services for targeted students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal

By June 2011, we are targeting 100 students in grades 6 thru 8: {24 in grade 6 / 41 in grade 7 and 35 in grade 8} to improve their Mathematics performance by a 10-15% increase in their median growth percentile relative to our peer horizon as measured by the New York State Assessment. The second sub group is the 241 students {92 in 6th grade / 67 in 7th grade and 82 in 8th grade} in grades 6-8 that scored a level 3. By June 2011 these students will demonstrate a 5% increase in their mathematics assessment performance ratings.

By June 2011, we are targeting 199 students in grades 6 thru 8: {58 in grade 6 / 72 in grade 7 and 69 in grade 8} to improve their ELA performance by A 10-15% increase in their median growth percentile relative to our peer horizon as measured by the New York State Assessment. The second sub group is the 509 students {135 in 6th grade / 199 in 7th grade and 175 in 8th grade} in grades 6-8 that scored a level 3. By June 2011 these students will demonstrate a 5% increase in their NYS ELA assessment performance ratings.

By June 2011, Students with Disabilities subgroup; a total of 65 students, will increase their progress in ELA and Math by 20% as measured by the New York State Assessment- "Achievement Gap" proficiency gains.

By June 2011 , Limited English Proficient students (26 total) will improve their performance by A 20% increase in the proficiency gains of english language learners on the NYS Math assessment and ELA where applicable as measured by the New York State Assessment.

<p><i>and implementation timelines.</i></p>	<p>in the curriculum. Specific topics that need to be reinforced are numeration concepts and proportional reasoning. In addition, we have identified and targeted our lowest third in Math and focusing additional instruction time for these students. During these periods teachers will re-teach skills and strategies that were covered in the classroom. We strongly believe that the additional time of small group instruction will afford these students the opportunity to grasp and apply the necessary skills and strategies. The math department will also implement reading, speaking, and writing into their teaching through the use of: non-fictional material, the completion of extended response questions and demanding vocabulary in classroom conversations.</p> <p>The math department will also rely on student portfolios to develop a deeper understanding for the ever changing needs of their students. The portfolios will contain conferencing notes student data and best work pieces. In conjunction with professional development opportunities this will be an effective plan of action.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Contract for Excellence (C4E) funds- \$28,000.00 for Teacher's College affiliation LSO network support- \$31,200 Coach salary- listed on galaxy, NYSTL Library \$6,694, Staff Coverage for professional development- TBD</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Daily : Teachers, Parents and Administration will assess the accuracy of: class work, homework, teacher's generated assessments, as well as classroom responses. A strong indicator of success is the work that students produce. Classroom responses should reflect grade appropriate vocabulary and synthesis of skills taught. For students who are identified as sub level 3 performers, a gradual increase in their daily performance will be the indicator.</p> <p>Weekly : Teachers and Administration will view student portfolios to: ensure that conferencing is taking place, student's are setting and achieving their learning goals, to identify the current group setting</p>

that the student is in, also a view of the students exemplar work for each unit of study. Portfolio assessment

Quarterly : Teachers, Parents and Administration will review quarterly report grades as well as the results of the quarterly department assessments in Math, ELA, and Social Studies. Based on their individual level of performance the quantitative data provided by these assessments will consistently improve.

Three times a year: Teacher, Parents, and Administration will rely in the McGraw-Hill Periodic assessments, to provide quick and relevant feedback about how a student is progressing. This includes a home component where Math and ELA teachers can assign standard-based assignments based on the student's needs.

Annually : Teachers, parents, Administration, as well as the Superintendent will assess our performance on the NYS assessments as well as the number of students who have been flagged as "promotion in doubt". An indicator of success will be our performance numbers exceeding those benchmarks set by the state for our relative peer horizon.

Subject Area
(where relevant) :

ELA

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, we are targeting 199 students in grades 6 thru 8: {58 in grade 6 / 72 in grade 7 and 69 in grade 8} to improve their ELA performance by A 10-15% increase in their median growth percentile relative to our peer horizon as measured by the New York State Assessment. The second sub group is the 509 students {135 in 6th grade / 199 in 7th grade and 175 in 8th grade} in grades 6-8 that scored a level 3. By June 2011 these students will demonstrate a 5% increase in their NYS ELA assessment performance ratings.

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>In ELA, our goal is to improve our student progress. Over the past year, we have experienced a decrease in performance on the NYS ELA exam. The decline from 95%-78% level 3 and 4's are attributed to the higher expectations set by New York State, in addition to ineffective methods in servicing our special needs and ell students. In order to meet these higher expectations we are implementing methods to improve Literacy in all subjects. To improve <i>reading</i>, teachers will implement strategies that reinforce "the big picture": main idea, facts and details, inference and interpretation and sequencing. In <i>writing</i> teachers will implement strategies that reinforce: focus, details, voice, conventions, and structure. Through our affiliation with Columbia TC staff members will receive professional development on the best practices and methods in teaching reading and writing. Additionally and newly, many workshops are designed with other departments in mind, therefore making the TC teaching model effective across departments. The TC Reading and Writing Workshop approach addresses, meets, and exceeds the needs of each and every student, because it teaches each student's individual needs. Therefore, teachers will improve the resources and materials within each classroom, by filling each classroom with a volume of books on the reading levels of all the students. Professional support will also be provided through Coaches Meetings where the ELA coaches throughout the city meet for the purpose of improving instructional practices and strategies that were discussed, revised, and improved to better support the individual Coaches in their own building.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Contract for Excellence (C4E) funds- \$28,000.00 for Teacher's College affiliation LSO network support- \$31,200 Coach salary- listed on galaxy, NYSTL Library \$6,694, Staff Coverage for professional development- TBD Educational Software- \$10,129 LSO network support- \$31,200 Library Books- \$6,694 Staff Coverage for professional development- TBD Per-session funds for programs- TBD</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Daily : Teachers, Parents and Administration will assess the accuracy of: class work, homework, teacher’s generated assessments, as well as classroom responses. A strong indicator of success is the work that students produce. Classroom responses should reflect grade appropriate vocabulary and synthesis of skills taught. For students who are identified as sub level 3 performers, a gradual increase in their daily performance will be the indicator.</p> <p>Weekly : Teachers and Administration will view student portfolios to: ensure that conferencing is taking place, student’s are setting and achieving their learning goals, to identify the current group setting that the student is in, also a view of the students exemplar work for each unit of study. Portfolio assessment</p> <p>Quarterly : Teachers, Parents and Administration will review quarterly report grades as well as the results of the quarterly department assessments in Math, ELA, and Social Studies. Based on their individual level of performance the quantitative data provided by these assessments will consistently improve.</p> <p>Three times a year: Teacher, Parents, and Administration will rely in the McGraw-Hill Periodic assessments, to provide quick and relevant feedback about how a student is progressing. This includes a home component where Math and ELA teachers can assign standard-based assignments based on the student’s needs.</p> <p>Annually : Teachers, parents, Administration, as well as the Superintendent will assess our performance on the NYS assessments as well as the number of students who have been flagged as “promotion in doubt”. An indicator of success will be our performance numbers exceeding those benchmarks set by the state for our relative peer horizon.</p>
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Subject Area (where relevant) : SETSS (ELA & MATH), Students with special needs.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011, Students with Disabilities subgroup; <input type="checkbox"/>a total of 65 students, will increase their progress in ELA and Math by 20% as measured by the New York State Assessment- "Achievement Gap" proficiency gains.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>The students that receive mandated services are being targeted to receive instruction that will improve their abilities in the areas of: reading, speaking, listening, and writing. Classroom and intervention service teachers will modify their teaching strategies to enable students to have the same entry point into the curriculum as general education students. All content area teachers will incorporate aspects of reading and writing. Special need students will be provided with an academically rigorous education. It has been determined that in order for these students to make progress they need to be challenged at the appropriate levels to facilitate learning and the ability to apply what they have learned.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>We have depended on our support organization to provide professional development for the administration and teaching staff. Teachers will be required to prepare lesson plans and teach effective strategies that stem from Math and ELA. Teachers will be required to base material on the academic goals of these students as listed on page 6. of the IEP.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p>Daily : Teachers, Parents and Administration will assess the accuracy of: class work, homework, teacher's generated assessments, as well as classroom responses. A strong indicator of success is the work that students produce. Classroom responses should reflect grade appropriate vocabulary and synthesis of skills taught.</p> <p>Weekly : Teachers and Administration will view student portfolios to: ensure that conferencing is taking place, student's are setting and achieving their learning goals, to identify the current group setting that the student is in, also a view of the students exemplar work for each unit of study. Portfolio assessment</p> <p>Quarterly : Teachers, Parents and Administration will review quarterly report grades as well as the results of the quarterly department assessments in Math, ELA, and Social Studies. Based on their individual level of performance the quantitative data provided by these assessments will consistently improve.</p> <p>Three times a year: Teacher, Parents, and Administration will rely on the McGraw-Hill Periodic assessments, to provide quick and relevant feedback about how a student is progressing. This includes a home component where Math and ELA teachers can assign standard-based assignments based on the student's needs.</p> <p>Annually : Teachers, parents, Administration, and Special education service providers</p>

	<p>will assess the students IEP to determine assess the effectiveness of the education plan and recommend changes as necessary. In addition, the Superintendent will assess the performance on the NYS assessments. An indicator of success will be our performance numbers exceeding those benchmarks set for students with disabilities.</p> <p><input type="checkbox"/></p>
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Subject Area ESL
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By <input type="checkbox"/>June 2011 , Limited English Proficient students (26 total) will improve their performance by <input type="checkbox"/>A 20% increase in the proficiency gains of english language learners on the NYS Math assessment and ELA where applicable as measured by the New York State Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>The ELL population consists of 24 students that are Korean (10), Chinese (9), Hispanic (1), Russian (1) and other (1) 55% are at the Beginner/Intermediate Level as measured by the 2010 NYSESLAT and 45% are at the Advanced Level. This free-standing ESL program services all grades, with an emphasis to improve: reading, writing, speaking, and listening. Our program consists of mainly departmentalized ESL and content courses that infuse ESL strategies. The ESL teacher incorporates programs such as “getting ready for the NYSESLAT” by Anatasio. The model is push-in/pull-out in that students spend the majority of their day in all English content instruction and are brought together from various classes for English acquisition.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Our 1 NYC licensed, NYS certified ESL teacher teaches Language Arts and ESL (Literacy). There are 5 classes, 5 times per week. The language of instruction is English. Depending on their LAB-R and NYSESLAT scores, all intermediate and beginning students are given 360 minutes of instruction per week; advanced students are seen 180 minutes per week, in addition to their regular Language Arts class. It is our intent to start a very aggressive after school program targeting our 34 ELL students in three content areas: Science, Social Studies, ELA preparation for the statewide exams, and for our struggling ESL students (Sife and newcomer students whose reading grade levels are below 3rd grade) a Wilson Reading program in the morning before school begins. classes will be given on two different days of the week from 2:50 to 3:50 PM and mornings from 7:30 to 8:00AM for a duration of 20 weeks, the majority of our ELL students should be able to attend each individual class. In the morning Wilson class, two NYC certified teachers (one a Special Ed. Teacher and the other an ESL teacher) both trained in the Wilson Reading program will work with the newcomers and the SIFE students to help them achieve success in the mainstream classes by teaching phonics and spelling both intricate to achieve reading and writing success across the content areas. In the after school ELA prep class, two NYC certified English teachers will collaborate with the ESL teacher. The English teacher will prepare the curriculum needed for the ELL students who are required to take the statewide ELA exam this spring. The students targeted have been in the U.S. for more than one year and are taking the ELA exam for the first time. Teacher will familiarize the students with the test format, note taking and reading and writing strategies to assist our ELLs to succeed on the exam. The teacher will work with all the students who have been identified as mandated to take the ESL exam.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Daily : Teachers, Parents and Administration will assess the accuracy of: class work, homework, teacher's generated assessments, as well as classroom responses. A strong indicator of success is the work that students produce. Classroom responses should reflect grade appropriate vocabulary and synthesis of skills taught. For students who are identified as sub level 3 performers, a gradual increase in their daily performance will be the indicator.</p> <p>Weekly : Teachers and Administration will view student portfolios to: ensure that conferencing is taking place, student's are setting and achieving their learning goals, to identify the current group setting that the student is in, also a view of the students exemplar work for each unit of study. Portfolio assessment</p> <p>Quarterly : Teachers, Parents and Administration will review quarterly report grades as well as the results of the quarterly department assessments in Math, ELA, and Social Studies. Based on their individual level of performance the quantitative data</p>

provided by these assessments will consistently improve.

Three times a year: Teacher, Parents, and Administration will rely on the McGraw-Hill Periodic assessments, to provide quick and relevant feedback about how a student is progressing. This includes a home component where Math and ELA teachers can assign standard-based assignments based on the student's needs.

Annually : Teachers, parents, Administration, as well as the Superintendent will assess our performance on the NYS assessments as well as the NYSESLAT where applicable.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	85	80			9			
7	40	30			13		6	
8	40	20			4		2	2
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <input type="checkbox"/> Small group (10:1 ratio) instruction, during school hours is targeted at the specific needs of these lower-performing students. Relevant data substantiates the needs of these students. Instruction is facilitated through the use of various textbooks and classroom strategies that are aligned with content from the subject teacher.
Mathematics:	<input type="checkbox"/> Small group (10:1 ratio) instruction, during school hours is targeted at the specific needs of these lower-performing students. Relevant data substantiates the needs of these students. Instruction is facilitated through the use of various textbooks and classroom strategies that are aligned with content from the subject teacher.
Science:	<input type="checkbox"/> n/a
Social Studies:	<input type="checkbox"/> n/a
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> individual or small group counseling as mandated by IEP
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> individual or small group counseling as mandated by IEP
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> individual or small group counseling as mandated by IEP

At-risk Health-related Services:

Large group with SAPIS worker

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

6, 7 and 8

Number of Students to be Served:

LEP 23

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) 5

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (21 pull-out classes and 4 push-in). The language of instruction is English. The program model is Heterogeneous. However, Newcomers are also grouped Homogeneously for 3 periods per week. In addition, the ESL teacher pushes in with the 8th grade newcomers for ELA (2 periods per week and Science 1 period per week). Teacher pushes in with Grade 8 advanced 1 period per week in ELA. Instructional strategies include the Reading/Writing Workshop Model as sanctioned by Teachers College of Columbia University. Beginner/Intermediate students study a minimum of 8 ESL periods per week and ELA 6 periods per week, (this includes 3 push-in classes with the 8th grade beginners and 1 push-in class with the 8th grade advanced). Advanced students study ESL for 4 periods a per week and ELA for another 6 periods per week. The Assistant Principal, Parent Coordinator and ESL Coordinator review all ELL students' proficiency using data obtained from ATS. All students are then programmed for the required amount of ESL following the mandate of state compliance rules.

The classes are heterogeneous but graded. However, additional classes are given for beginner students (ungraded). As stated above all students are receiving the mandated amount of instructional minutes in ESL.

Newcomers represent 91.3% of the ELL population. Those who have been here for more than one year and up to 6 years are targeted for afterschool instruction through Title III in the subject areas of ELA and Math. Also, those students here less than one year are targeted for math because these students are required to take the state math exam. Our data indicates that our ELLs, tend to excel in Math, however there is a need for instruction in academic language and problems solving vocabulary to insure that they progress at the proper speed. Long Term ELLs, in addition to resource room are given additional help through our AIS program which is delivered during the school day by licensed ELA and Math teachers. This year, we have added a licensed Reading teacher to work with those ELLs who have deficient in reading whether here one year or six or more.

ELLs with special needs are given resource room, speech, occupational therapy etc. These services are programmed for them in their weekly schedule.

ELLs reaching proficiency on the NYSESLAT are targeted for AIS during the school term and also are afforded the opportunity to attend the afterschool classes on a voluntary basis.

All instruction is given in English. However, newly arrived ELLs are paired with a buddy who has the same native language upon their arrival in order for the students to comprehend the requirements and lessons for the subject.

The ESL teacher uses a variety of instructional materials: Picture books that cross over to the content areas. Thematic units on descriptive writing, poetry, author studies, and reading and writing strategies through the TC Workshop Model. Newcomers and beginners

use the ACCESS Building Literacy Through Learning, Great Source Education Group. All other classes use Grammar Practice Simplified Books B – F, Essential Learning Products. All About the USA and For Your Information, Pearson Longman. ESL Smart - Ready to Use Life Skills and Academic Activities for Grades K-8. In addition, the ESL classroom has a well-stocked classroom library fitting the needs of all proficiency levels. Students can borrow books for ELA or any other content area throughout the year. The ESL teacher also creates many reading and writing units using the materials in the classroom, or from her own personal library. All lessons are aligned to the Core Curriculum of ELA and meet ELL standards and address all 4 ELL modalities of Listening, Speaking, Reading and Writing. The ESL department is under the direct supervision of the Assistant Principal in charge of the ELA department.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.



There will be weekly 1/2-hour sessions of professional development for the duration of the program. Six Title III teachers will be paid per-session rate for each session of P.D. The workshops will be given by a certified NYC ESL teacher who is also a literacy coach and reading specialist. She will be paid per-session for each session. The titles of our workshops are as follows: ESL Content Instruction/Meeting the Needs of Culturally/Linguistically Diverse LEP Students; How Culture Manifests in the Emergence of Language; BICS – CALP (Performance + Competency = Fluency in L2). Cost: 6 teachers x 46.48 x 5 sessions x 1 = \$1,395.00.

There will also be three Title III Parent Workshops given by the aforementioned teacher. The first meeting will be a Parent Orientation meeting explaining the Title III program and the different classes being offered above and beyond the mandated core curriculum for ELLs. The second workshop will focus on “Helping your child do homework,” and the third will focus on Adjusting to a new cultural and social environment – How does parenting differ within cultures? Cost: 1 teacher x 46.48 x 3 sessions x 1 hour = 140.00 Xerox copying costs: Parent pamphlets for 3 workshops - \$100.00 and light refreshments for 3 workshops - \$150.00.

Section III. Title III Budget

School: Louis Pasteur Middle School 67
BEDS Code: 342600010067

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

<p>Professional salaries (schools must account for fringe benefits) - Per session - Per diem</p>	<p>11,600</p>	<p><input type="checkbox"/> Professional Services – Code 15</p> <p><u>After School Program</u> 6 teachers x 1 hours per week for 20 weeks @46.48</p> <p>1 Supervisor 40hrs. @ 46.48</p> <p>Parent Workshops (3 at 2 hours each) 1 teacher x 3 workshops x 2 hours @46.48</p> <p>Through Title III, the school has launched a rigorous afterschool program for ELA and Math. Students attend 1 1/2 hours per week with a licensed ELA or Math Teacher, along with the ESL teacher. The teachers plan with the ESL teacher 1 hour per week to align the lessons with state and ESL standards as well as implementing ESL strategies. The ESL teacher uses a variety of instructional materials: Picture books that cross over to the content areas. Thematic units on descriptive writing, poetry, author studies, and reading and writing strategies through the TC Workshop Model. Newcomers and beginners use the ACCESS Building Literacy Through Learning, Great Source Education Group. Oxford Picture Dictionary for Newcomers. All other classes use Grammar Practice Simplified Books B – F, Essential Learning Products. All About the USA and For Your Information, Pearson Longman. ESL Smart - Ready to Use Life Skills and Academic Activities for Grades K-8. In addition, the ESL classroom has a well-stocked classroom library fitting the needs of all proficiency levels. Students can borrow books for ELA or any other content area throughout the year. The ESL teacher also creates many reading and writing units using the materials in the classroom, or from her own personal library. All lessons are aligned to the Core Curriculum of ELA and meet ELL standards and address all 4 ELL modalities of Listening, Speaking, Reading and Writing .The ESL department is under the direct supervision of the Assistant Principal in charge of the ELA department. Many of the units are geared across content levels to aid the ELLs in comprehensible input in the other content areas Required services support and resource do correspond to the ELLs' ages and grade levels. All classes are given in English. MS 67 offers remedial and advanced classes through AIS</p>
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		before and afterschool.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	1,400	<input type="checkbox"/> Supplies and Materials – Code 45 Books, dictionaries, microscopes, starter kits
Educational Software (Object Code 199)	in supplies	<input type="checkbox"/> Access Program
Travel	n/a	<input type="checkbox"/> n/a
Other	\$250.00	<input type="checkbox"/> Parent pamphlets for 3 workshops - \$100.00 and light refreshments for 3 workshops - \$150.00.
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. ARIS allows us to easily view our demographics.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. Through the data, we provide translation services and print materials in Korean, Chinese, Japanese, and Spanish.

Part B: Strategies and Activities

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

Translation services at parent teacher nights, also any print materials are produced in the native language

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

through nycdoe providers as well as parent volunteers

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

Keep current with the latest data through ARIS in order to serve the translation needs of our population

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
0
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/a

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_26Q067_110110-113430.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District 26	School Number 67Q	School Name Louis Pasteur MS
Principal Zoi P. McGrath	Assistant Principal Robert Chambers		
Coach Brenda Dolan	Coach Christine Mavromihalis		
Teacher/Subject Area Claire Svendsen, ESL	Guidance Counselor Gerard Armstrong		
Teacher/Subject Area Anthony Rizzo, SS	Parent Ingrid Guapiscaca		
Teacher/Subject Area Tessie Skoutakis, ELA	Parent Coordinator Rhonda Bogaty		
Related Service Provider Jennifer Kong, SBST	Other <i>type here</i>		
Network Leader Marguerite Straus	Other <i>type here</i>		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	58

C. School Demographics

Total Number of Students in School	918	Total Number of ELLs	23	ELLs as Share of Total Student Population (%)	2.51%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Upon admission, parents of new students are given a Home Language Survey to fill out in their native language and an oral interview is conducted by the ESL Coordinator to determine eligibility. The LAB R is administered to new entrants who qualify for LAB testing based upon the Home Language Survey and interview. This testing is given within 10 school days of the student's date of admission.

Once a student is identified as entitled, Parent Survey and Program Selection forms (Appendix C & D) are sent home in the native language. In these letters, parents are notified of the time and date of our Parent Orientation. The first Parent Orientation meeting is scheduled in September. After which time, parent orientations are given periodically throughout the year, as the need arises, within ten days after a new admission has been identified. Parents are made aware that they have parental choice as to the type of program they wish their child to participate in and sent home the Parent Survey and Program selection forms. At the orientation parents are given the opportunity to ask questions about the other programs available for their child if they choose. However, our district does not offer any other programs, but ESL. After reviewing the Parent survey forms over the past few years, the trend in program choice is overwhelmingly the ESL self-contained program. ELL parents have continually rejected bilingual programs. In the event they wish to have their child in a different type of program, we advise them to contact the Regional office in order to place their child in another kind of program.

In the spring, all identified ELL students are given the NYSESLAT exams in all four modalities. The following September, Appendix G & H are sent home in the native language to parents whose children took the NYSESLAT the previous spring. Also, at this time, the parents of newly transferred ELL students to our school from another NYC or NYS school are notified of their ELL status.

Once an ELL has been administered the NYSESLAT during the Spring of the school term, the following September, the ESL teacher runs a NYSESLAT Combined Modality Report for the the new school year to determine the proficiency levels of each student eligible ESL services for the new school year. After reviewing the report, students are grouped (where possible) according to proficiency level and are given differentiated instruction in all four modalities. However, greater emphasis is placed on targeted the areas where the student is having the greatest difficulty in reaching proficiency.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							9	8	6					23
Push-In									4					4
Total	0	0	0	0	0	0	9	8	10	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	21	Special Education
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)
				1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	21			1			1				23
Total	21	0	0	1	0	0	1	0	0		23

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									1					1
Chinese							2	4	3					9
Russian							1	1						2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							6	2	2					10
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	9	8	6	0	0	0	0	23

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (21 pull-out classes and 4 push-in). The language of instruction is English. The program model is Heterogeneous. However, Newcomers are also grouped Homogeneously for 3 periods per week. In addition, the ESL teacher pushes in with the 8th grade newcomers for ELA (2 periods per week and Science 1 period per week). Teacher pushes in with Grade 8 advanced 1 period per week in ELA. Instructional strategies include the Reading/Writing Workshop Model as sanctioned by Teachers College of Columbia University. Beginner/Intermediate students study a minimum of 8 ESL periods per week and ELA 6 periods per week, (this includes 3 push-in classes with the 8th grade beginners and 1 push-in class with the 8th grade advanced). Advanced students study ESL for 4 periods a per week and ELA for another 6 periods per week. The Assistant Principal, Parent Coordinator and ESL Coordinator review all ELL students' proficiency using data obtained from ATS. All students are then programmed for the required amount of ESL following the mandate of state compliance rules.

The classes are heterogeneous but graded. However, additional classes are given for beginner students (ungraded). As stated above all students are receiving the mandated amount of instructional minutes in ESL.

Newcomers represent 91.3% of the ELL population. Those who have been here for more than one year and up to 6 years are targeted for afterschool instruction through Title III in the subject areas of ELA and Math. Also, those students here less than one year are targeted for math because these students are required to take the state math exam. Our data indicates that our ELLs, tend to excel in Math, however there is a need for instruction in academic language and problems solving vocabulary to insure that they progress at the proper speed. Long Term ELLs, in addition to resource room are given additional help through our AIS program which is delivered during the school day by licensed ELA and Math teachers. This year, we have added a licensed Reading teacher to work with those ELLs who have deficient in reading whether here one year or six or more.

ELLs with special needs are given resource room, speech, occupational therapy etc. These services are programmed for them in their weekly schedule.

ELLs reaching proficiency on the NYSESLAT are targeted for AIS during the school term and also are afforded the opportunity to attend the afterschool classes on a voluntary basis.

All instruction is given in English. However, newly arrived ELLs are paired with a buddy who has the same native language upon their arrival in order for the students to comprehend the requirements and lessons for the subject.

The ESL teacher uses a variety of instructional materials: Picture books that cross over to the content areas. Thematic units on descriptive writing, poetry, author studies, and reading and writing strategies through the TC Workshop Model. Newcomers and beginners use the ACCESS Building Literacy Through Learning, Great Source Education Group. All other classes use Grammar Practice Simplified Books B – F, Essential Learning Products. All About the USA and For Your Information, Pearson Longman. ESL Smart - Ready to Use Life Skills & Academic Activities for Grades K-8. In addition, the ESL classroom has a well-stocked classroom library fitting the needs of all proficiency levels. Students can borrow books for ELA or any other content area throughout the year. The ESL teacher also creates many reading and writing units using the materials in the classroom, or from her own personal library. All lessons are aligned to the Core Curriculum of ELA and meet ELL standards and address all 4 ELL modalities of Listening, Speaking, Reading and Writing. The ESL department is under the direct supervision of the Assistant Principal in charge of the ELA department.

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

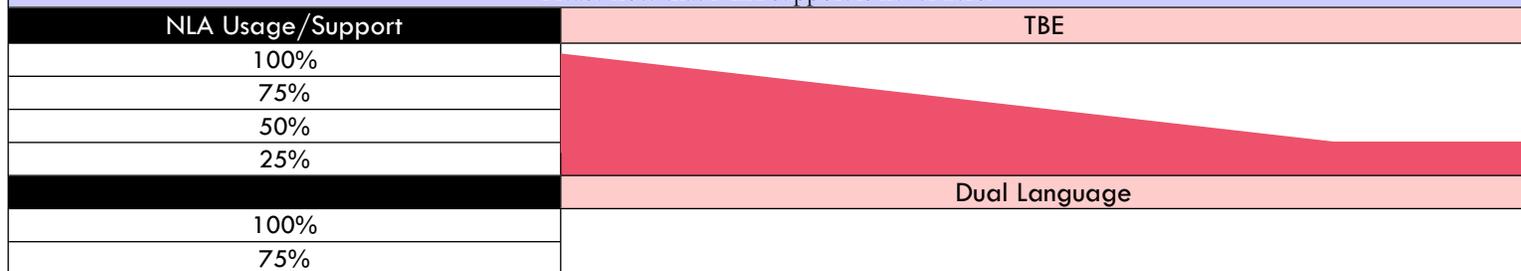
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Through Title III, the school has launched a rigorous afterschool program for ELA and Math. Students attend 1 1/2 hours per week with a licensed ELA or Math Teacher, along with the ESL teacher. The teachers plan with the ESL teacher 1 hour per week to align the lessons with state and ESL standards as well as implementing ESL strategies. The ESL teacher uses a variety of instructional materials: Picture books that cross over to the content areas. Thematic units on descriptive writing, poetry, author studies, and reading and writing strategies through the TC Workshop Model. Newcomers and beginners use the ACCESS Building Literacy Through Learning, Great Source Education Group. Oxford Picture Dictionary for Newcomers. All other classes use Grammar Practice Simplified Books B – F, Essential Learning Products. All About the USA and For Your Information, Pearson Longman. ESL Smart - Ready to Use Life Skills & Academic Activities for Grades K-8. In addition, the ESL classroom has a well-stocked classroom library fitting the needs of all proficiency levels. Students can borrow books for ELA or any other content area throughout the year. The ESL teacher also creates many reading and writing units using the materials in the classroom, or from her own personal library. All lessons are aligned to the Core Curriculum of ELA and meet ELL standards and address all 4 ELL modalities of Listening, Speaking, Reading and Writing. The ESL department is under the direct supervision of the Assistant Principal in charge of the ELA department. Many of the units are geared across content levels to aid the ELLs in comprehensible input in the other content areas. Required services support and resource do correspond to the ELLs' ages and grade levels. All classes are given in English. MS 67 offers remedial and advanced classes through AIS before and afterschool. In addition, the following clubs and sports are offered

afterschool: Basketball, Tennis, Chess, Sparks Program (Community Service), Service League and Drama. All ESL students are encouraged and invited to participate in these activities. Project Jump Start:

Prior to the first day of school, MS67 holds an Open House for all incoming 6th grade parents. Additionally, a parent tour of the school is provided approximately a week later. All notices for these activities are sent home in the students' native languages and translators are present to assist our non-English speaking parents. Paste response to questions 1-3 here Project Jump Start:

Prior to the first day of school, MS67 holds an Open House for all incoming 6th grade parents. Additionally, a parent tour of the school is provided approximately a week later. All notices for these activities are sent home in the students' native languages and translators are present to assist our non-English speaking parents. Spanish and French are given as electives. Newly admitted ELL students are programmed for periodic review periods with our licensed ESL teacher, and receives the maximum number of push in/ pull out periods.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

In compliance with NCLB, the ESL Department is trained to analyze and evaluate the NYSESLAT an annual test that measures student progress toward meeting these standards; New York State English as a Second Language Achievement Test. Most recently, the ESL teacher attended "Finding Solutions: Building Instructional Strategies for Success on the NYSESLAT for k-8" provided by the Brooklyn/Queens BETAC @ LIU. Teachers College comes to the school on a weekly basis. The ELA department, including the Assistant Principal, Literacy Coach and all ELA teachers are targeted for these sessions. The ESL teacher is given a copy of the calendar and what strategies are being taught throughout the year on each grade level. The ESL teacher also articulates as often as possible with the mainstream teacher to assess their mutual students' progress. This year, the ESL teacher also attended the NYC Department of Education 5 –Day Institute for Teachers of ELL's. Additional staff development takes place at department meetings and during PD sessions administered by such organizations as Teachers College.

Although there are no formal, delineated opportunities to plan collaboratively, the ESL teacher makes every effort to speak to teachers with whom she has mutual students on common prep periods. This allows the ESL teacher to plan accordingly, so as to clear up any new vocabulary or concepts, which might prove difficult for beginner or intermediate students. During the 100 minute PD session, when working on curriculum calendars, the ESL teacher is able to coordinate to identify strategies that can be implemented by the mainstream teacher.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent Orientations are given throughout the school term. MS 67 offers a "Back to School Night" every September. In addition, Parent/Teacher Conferences are held in the day and evening – November and February. At these meetings translators are in attendance to help our immigrant population. The following is a schedule of workshops designed to assist parents of ELLs – Translators are provided during these meetings as well.

Nov. 2010 - 9:00 a.m. - Organizational and Study Skills for Parents and Students

Dec. 2010 – 8:30 a.m. – Writing Process 7:00 p.m. - Reading and Writing Workshops for Parents

April 2011 – 9:00 a.m. – Parent Workshop Preparing Your Child for the ELA Exam

April 2011 – 7:00 p.m. – Parent Workshop Preparing Your Child for the ELA Exam

May 2011 – 9:00 am. Parent Workshop (Saturday) Preparing Your Child for the NYS Math Exam

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	2					6
Intermediate(I)							1	4	1					6
Advanced (A)							6	2	3					11
Total	0	0	0	0	0	0	9	8	6	0	0	0	0	23

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							0	1					
	I							1	2					
	A							5	3	2				
	P							1	1	1				
READING/ WRITING	B								1					
	I							1	4					
	A							3	2	1				
	P							2	1	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		3			3
7	3				3
8		2			2
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6							6		6
7			3		3				6
8							2	1	3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science	3		3	
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language	5		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics	4		4	
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- ??
- ??
- Data based on the four modalities will dictate how each individual students' academic interventions are differentiated. Strategies will be targeted to meet the needs as identified by the data.
-

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	J.H.S. 067 Louis Pasteur					
District:	26	DBN:	26Q067	School		342600010067

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.7	97.4	97.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.2	96.0	97.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	314	316	287	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	314	310	313		15.0	34.6	37.9
Grade 8	322	327	316				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	5	1
Grade 12	0	0	0				
Ungraded	1	6	2	Recent Immigrants - Total Number:			
Total	951	959	918	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					17	20	12

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	18	20	9	Principal Suspensions	13	3	9
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	4
Number all others	65	74	69				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	54	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	10	9
# receiving ESL services only	32	29	TBD				
# ELLs with IEPs	3	5	TBD	Number of Educational Paraprofessionals	1	1	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.2	64.8	84.9
				% more than 5 years teaching anywhere	57.7	48.1	62.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	76.0	79.3
American Indian or Alaska Native	0.3	0.2	0.1	% core classes taught by "highly qualified" teachers	96.8	92.7	95.8
Black or African American	3.2	3.9	3.3				
Hispanic or Latino	11.6	10.2	9.6				
Asian or Native Hawaiian/Other Pacific	54.2	55.3	58.6				
White	30.8	30.2	28.2				
Male	52.2	53.4	53.1				
Female	47.8	46.6	46.9				

2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial		-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf