



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q067

PRINCIPAL: ZOI P. MCGRATH

EMAIL: ZMCGRAT@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SAUNDERS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Zoi P McGrath	Principal	
Jeffrey B Surrent	Assistant Principal	
	UFT Chapter Leader or Designee	
Gerard Paretta	PA/PTA President or Designated Co-President	
Janet Huber	DC 37 Representative, if applicable	
Wendy Lebron	Member/Parent	
Kristi Muccini	Member/Parent	
Rachel Miller	Member/Teacher	
Daniel Racan	Member/Parent	
Joseph Wieckhorst	Member/Teacher	
Zachary Boyt	Member/Teacher	
Gregory Mitchell	Member/Parent	
Jeannette Segal	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

By June 2013, we are targeting 318 students in grades 6 thru 8 in the Lowest Third of Performance in Mathematics to improve by a 5%-10% increase in their median growth percentile relative to our peer horizon as measured by the New York State Assessment.

### **Comprehensive needs assessment**

Our school's most recent progress report data shows that while our students continue to perform at a high level, the Mean Adjusted Growth Percentile for our lowest third in Mathematics is in the 40.7 percentile of the peer range.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
- The math department will implement reading, speaking, and writing into their teaching through the use of: nonfictional material, the completion of extended response questions, and demanding vocabulary in classroom conversations.
  - The math department will 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.
  - Students will be challenged to exceed the respective state standards for their grade, through rigorous coursework designed to incorporate the practices of the Common Core State Standards. Coursework and rigor will be determined by various forms of assessment to determine effectiveness.
  - Teachers will provide small group, and/or individual instruction that is specific to their instructional needs.
  - Students will complete weekly Problem Solving Labs to teach and enhance student problem solving skills.
  - Students will reflect achievement of newly acquired skills in portfolios.
  - Teachers will provide students with differentiated tasks daily to meet the needs of the students in the lowest third, middle third, and upper third of performance.
  - Teachers will demonstrate differentiation and enthusiasm in their approach to delivering instruction.
  - Teachers will implement data in their reasoning for planning a lesson.
  - Teachers will create a student centered learning environment that facilitates the needs of the children.
  - Teachers will utilize high level questioning strategies to extend the depth of knowledge of classroom discussions.
- b) key personnel and other resources used to implement these strategies/activities,
- Teachers will attend various professional development opportunities, where they will be responsible for applying the information to their pedagogy.
  - An RTI (Response to Intervention) Math class will allow targeted students with data driven remedial instruction on the fundamental mathematic concepts needed to meet the requirements of grade level standards.
  - The administration will seek to hire highly qualified teachers that are listened in their subject area from the open market, Teaching Fellows Program, and teachers that have observed and student taught in the building that have been observed to uphold excellence in teaching.

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- The administration along with the pedagogical staff will design and implement an efficient, meaningful AIS program that will target level 1, level 2, and low scoring level 3 performers on the NYS assessment. AIS instruction will be based on student work and data.
  - Weekly Teachers/Coach meetings will offer various professional development opportunities for teachers to gain a deeper understanding of how to use data to assess, analyze, and monitor student learning. Teachers are given opportunities to meet and plan their curriculum for their respective grades.
  - Teachers will meet weekly to discuss student work as a means to drive instruction by developing strategies using the Collaborative Assessment Conference Protocol.
  - Monthly department meetings are scheduled to provide professional development as well as serve as a forum for sharing any ideas regarding instructional issues and ideas.
  - Teachers are encouraged to join a professional Math organization, i.e.: ASCD or NCTM to gain access to innovative practices around the world.
  - The Math supervisor will seek out any professional development opportunities that will facilitate self-improvement as an administrator as well as the latest research on the teaching of mathematics.
- d) timeline for implementation.
- The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action to achieve this goal from September 2012 – June 2013.

**Strategies to increase parental involvement**

The Parent coordinator will provide parent workshops to inform parents about ways to support their children with their mathematical thinking in school as well as in their everyday life.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA           Title III           Grants      X   Other

If other is selected describe here:

- Professional development for Teachers---Contract for Excellence (C4E)
- Teacher's College affiliation - Contract for Excellence
- Professional development and support – CFN network support
- AIS during school- Fair Student Funding
- RTI-Math, GPE – (After School) Fair Student Funding

### **Service and program coordination**

To maintain a safe school environment that fosters the academic rigor of our school, all students participate in an anti-bullying intervention program. The antibullying intervention program is designed as a proactive strategy to assist students in addressing bullying and cyber-bullying activities in and out of school. The program's use of problem-solving and conflict resolution techniques prepares students to better identify and cope with bullying before it becomes a serious issue. Students are informed of school procedures to report bullying activity and the ramifications for the bully and the victim. Throughout the school year, all students are required to attend 40 minute small group sessions with approximately 10 students with the guidance counselor. Students are constantly encouraged by one another, the staff and administration to report bullying activity on and off school grounds. The school community is better prepared to prevent, identify and resolve bullying and cyber-bullying activities.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

By June 2013, we are targeting 320 students in grades 6 thru 8 in the Lowest Third of Performance in ELA to improve by a 5%-10% increase in their median growth percentile relative to our peer horizon as measured by the New York State Assessment.

### **Comprehensive needs assessment**

Our school's most recent progress report data shows that while our students continue to perform at a high level, the Mean Adjusted Growth Percentile for our lowest third in ELA is in the 13.3 percentile of the peer range.

### **Instructional strategies/activities**

a) strategies/activities that encompass the needs of identified student subgroups,

- Students will write purposefully in order to identify, analyze and evaluate big ideas while providing evidence and examples. Students will exhibit improvement in paragraph organization, language conventions, mechanics, and sentence structure. Students will complete two writing performance tasks using the teacher-created Performance Task Rubric based on the Common Core Goals. According to this rubric, approximately 200 students will be assessed at a Level 4.
- Students will improve reading levels based on Fountas and Pinnell Reading Levels Assessments given throughout the year, targeting fluency, vocabulary and comprehension. In order to meet the Common Core State Standards' goal of having students read on the "high end" of "text complexity independently and proficiently", we will add three additional non-fiction reading unit into the curriculum, allowing students to read extensively in both informational texts and literature throughout the year. Additionally, we will include a research based unit that incorporates arguments and counter arguments in student writing. By the end of the school year, 75 students will move up in reading levels as indicated:
  - Grade 6-Students will move from the RST band to the high end of the UVW band (Level V/W)
  - Grade 7-Students will move from the UVW band to the high end of the XYZ band (Level Y/Z)
  - Grade 8-Students will move beyond the Fountas and Pinnell Leveling System to the Young Adult level (YA)
- Students will use portfolios and individual reading and writing conference logs to effectively self access; they will evaluate and re-evaluate their work and set reading and writing goals every quarter. This aligns with the Common Core State Standards, which describes College and Career Ready students as being "self-directed learners, who effectively seek out and use resources to assist them." This will be measured by a Portfolio Assessment Rubric. According to this rubric, 150 students will be assessed at a Level 4.

b) key personnel and other resources used to implement these strategies/activities,

- The administration will seek to hire highly qualified teachers that are listened in their subject area from the open market, Teaching Fellows Program, and teachers that have observed and student taught in the building that have been observed to uphold excellence in teaching.
- Teachers will attend workshops, departmental meetings, and coach meetings, and confer with teachers and administrators to gain and apply new skills for teaching analytical and critical thinking strategies in reading and writing. In their lesson planning, they will implement the workshop model, introduce new vocabulary, conduct reading and writing conferences with students using

portfolios, as well as receive effective observation from supervisors and experts in the field.

➤ Professional development will involve all ELA teachers including content area specialists and will focus on:

1) Gathering and analyzing data from:

- New York State ELA exams for the purpose of instruction
- Acuity and ITA exams for the purpose of instruction
- Teacher-based assessments
- Classroom instruction for the purpose of differentiation
- Specialists, including ESL, Special Education, Occupational Therapy, Speech Therapy and the like for the purpose of providing modifications and understanding and addressing special needs students
- Student work to identify strengths and target areas for instruction
- Individual Portfolios and conference logs

2) Attend the following... for the purpose of sharing ideas, resources, issues and areas of concern:

- Workshops from Teacher's College, the Network and Private Organizations
- Departmental meetings
- Faculty conferences
- Grade conferences
- Common Class Conferences
- Weekly Coach Meetings
- Learning Walks
- Symposiums
- Model teaching lessons by specialists

3) Prepare...

- Student tasks based on the Common Core State Standards
- Lessons based on the TCRWP Units of Study and Common Core State Standards for the purpose of providing print rich materials to heighten student interest and improve skills and strategies in the areas of reading, writing and critical thinking skills
- enriched and differentiated mini-lessons (small group and individual instruction)
- feedback for department administrators for the purpose of guidance and assistance in future instruction
- classroom based website and phone messenger for the purpose of communicating with parents, teachers, and administrators

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

➤ Weekly coaches meetings will offer opportunities for teachers to look at student work to help inform their instruction. Teachers will also gain a deeper understanding of how to use data to assess, analyze, and monitor student learning. Teachers will implement effective questioning techniques to encourage high-order thinking.

- Teachers will meet and plan their curriculum for their respective grades. Special attention will be given to student data and planning lessons that allow for differentiation based on student needs.
  - Monthly department meetings are scheduled to provide professional development as well as serve as a forum for sharing any ideas regarding instructional issues.
  - Teachers will create a curriculum that will be a) meaningful-by helping students connect the content to their lives b) integrative-helping students draw from human experience, culture and beliefs c) challenging- providing content, activities and assessments that will challenge students to think critically and solve problems and d) active-engaging students directly and actively in the learning process
  - Teachers will use data as a source of information to create instruction (whole group, small group and individual) as measured by lesson plans and monitoring of on-going conferencing records located in the student portfolio and individual conference logs
- d) timeline for implementation.
- The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action to achieve this goal from September 2012 – June 2013.

**Strategies to increase parental involvement**

The Parent coordinator will provide parent workshops to inform parents about ways to support their children with ELA in school as well as in their everyday life.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy      Title I      Title IIA      Title III      Grants     X  Other

If other is selected describe here:

- Professional development for Teachers---Contract for Excellence (C4E)
- Teacher's College affiliation - Contract for Excellence
- Professional development and support – CFN network support
- AIS during school- Fair Student Funding
- RTI-Math, GPE – (After School) Fair Student Funding

**Service and program coordination**

To maintain a safe school environment that fosters the academic rigor of our school, all students participate in an anti-bullying intervention program. The antibullying intervention program is designed as a proactive strategy to assist students in addressing bullying and cyber-bullying activities in and out of school. The program's use of problem-solving and conflict resolution techniques prepares students to better identify and cope with bullying before it become a serious issue. Students are informed of school procedures to report bullying activity and the ramifications for the bully and the victim. Throughout the school year, all students are required to attend 40 minute small group sessions with approximately 10 students with the guidance counselor. Students are constantly encouraged by one another, the staff and administration to report bullying activity on and off school grounds. The school community is better prepared to

prevent, identify and resolve bullying and cyber-bullying activities.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

By June 2013, 15% of students in grades 6-8 will improve by one level on their ability to complete a Common Core-aligned science task according to a teacher developed rubric, as compared to a baseline Common Core-aligned science task. The baseline task will be done in the fall of 2012. Student improvement will be measured against a second task administered in the spring of 2013.

#### **Comprehensive needs assessment**

A study group comprised of all grade level science teachers met last year and reviewed student work samples on a weekly basis. The consensus of these meetings was that our students in all grades require improvement in supporting facts through sound detailed scientific reasoning. We will be working to improve our students' ability to support their scientific claim through Common Core-aligned tasks that require students to practice formulating a question, paraphrasing text, developing a hypothesis, constructing a procedure, and analyzing data to draw a conclusion.

#### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
- Students will be able to apply knowledge gained in the classroom to problem solving and scientific reasoning.
  - Students will be actively engaged in learning, working cooperatively to both answer and ask scientific questions with their peers. Student provided with whole class, small group, and/or individual instruction that is specific to their instructional needs.
  - Students will reflect achievement of newly acquired skills through portfolios.
  - Teachers will differentiate instruction according to the needs of the class and individual students.
  - Teachers will be open to implementing what is considered to be best practices according to teacher dialogue.
  - Teachers will implement data in their reasoning for planning a lesson.
  - Teachers will create a student centered, learning environment that facilitates the needs of the children.
- b) key personnel and other resources used to implement these strategies/activities,
- Teachers will be comfortable to seek help from the supervisor with any aspect of instruction.
  - Professional Development both from Teacher's College and our ELA coach and teachers to support science teachers in effectively teaching reading and writing skills.
  - The administration will seek to hire highly qualified teachers that are listened in their subject area from the open market, Teaching Fellows Program, and teachers that have observed and student taught in the building that have been observed to uphold excellence in teaching.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Weekly coaches meetings will offer opportunities for teachers to look at student work to help inform their instruction. Teachers will also gain a deeper understanding of how to use data to assess, analyze, and monitor student learning. Teachers will implement effective questioning techniques to encourage high-order thinking.
  - Teachers will meet and plan their curriculum for their respective grades. Special attention will be given to student data and planning lessons that allow for differentiation based on student needs.
  - Monthly department meetings are scheduled to provide professional development as well as serve as a forum for sharing any ideas regarding instructional issues.

d) timeline for implementation.

- The administration, school network, pedagogical staff, parents, and students will all work together to implement this plan of action to achieve this goal from September 2012 – June 2013.

### Strategies to increase parental involvement

The Parent coordinator will provide parent workshops to inform parents about ways to support their children with the transition to common core aligned tasks.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants     X  Other

If other is selected describe here:

- Professional development for Teachers---Contract for Excellence (C4E)
- Teacher's College affiliation - Contract for Excellence
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### Service and program coordination

To maintain a safe school environment that fosters the academic rigor of our school, all students participate in an anti-bullying intervention program. The antibullying intervention program is designed as a proactive strategy to assist students in addressing bullying and cyber-bullying activities in and out of school. The program's use of problem-solving and conflict resolution techniques prepares students to better identify and cope with bullying before it become a serious issue. Students are informed of school procedures to report bullying activity and the ramifications for the bully and the victim. Throughout the school year, all students are required to attend 40 minute small group sessions with approximately 10 students with the guidance counselor. Students are constantly encouraged by one another, the staff and administration to report bullying activity on and off school grounds. The school community is better prepared to prevent, identify and resolve bullying and cyber-bullying activities.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Relevant data substantiates the needs of the students and drives the content of instruction. Instruction is facilitated through the use of various textbooks, online resources, and classroom strategies that are aligned with content from the subject teacher.	Small group (10:1 ratio) instruction	During school hours
Mathematics	Relevant data substantiates the needs of the students and drives the content of instruction. Instruction is facilitated through the use of various textbooks, online resources, and classroom strategies that are aligned with content from the subject teacher.	Small group (10:1 ratio) instruction	During school hours
Science	n/a	n/a	n/a
Social Studies	n/a	n/a	n/a
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Supportive counseling, positive peer influence, drug prevention	Counseling is provided in small group or one-to-one settings as outlined in a student's IEP.	During school hours



### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

As per our BEDS data for the 2012-2013 school year, 100% of our teachers across grades and content areas are “highly qualified” as outlined by the NCLB requirements, mandates and descriptors. As needed, highly qualified teachers will be recruited from the Department of Education’s Open Market Hiring System and Teaching Fellows Program. The Pupil Personnel Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers. Student teachers from colleges and universities are assigned to tenured and highly qualified teachers. To provide peer support for struggling or new teachers, they will participate in a series of inter-visitations.



**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Mary Jo Pisacano</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>067</b>
School Name <b>Louis Pasteur JHS 067</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Zoi P. McGrath</b>	Assistant Principal <b>Henry Schandel</b>
Coach <b>Panagiota Guerin, Math</b>	Coach <b>Brian Sweeney, ELA</b>
ESL Teacher <b>Claire Svendson, ESL</b>	Guidance Counselor <b>Jerard Armstrong</b>
Teacher/Subject Area <b>Zachary Boyt, Math</b>	Parent <b>Anna Cucchiara</b>
Teacher/Subject Area <b>Lana Rajwan, Science</b>	Parent Coordinator <b>Rhonda Bogaty</b>
Related Service Provider <b>Jennifer Kong, SBST</b>	Other <b>type here</b>
Network Leader <b>Mary Jo Pisacano</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>4</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>909</b>	Total Number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>3.41%</b>
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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 Questionnaire to fill out in their native language and an oral informal interview is conducted by the ESL Coordinator to determine eligibility. The Spanish Lab, if required, is administered by the Assistant Principal, Mrs. Choit, who is a licensed Spanish teacher. The LAB-R is administered to new entrants who qualify for LAB testing based upon the Home Language Questionnaire and interview. This testing is given within 10 school days of the student's date of admission. All students are notified through a letter sent home in their native language confirming entitlement, non-entitlement, and placement.

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 (Transitional Bilingual, Dual Language, Freestanding ESL) they wish their child to participate in. However, our school/district does not offer any other programs but an ESL pullout. At the orientation all parents are given the opportunity to ask questions about the other programs available for their child if they choose. However, our district only offers ESL at the present time due to enrollment. 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 Transitional Bilingual and Dual Language programs.

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 new school year to determine the proficiency levels of each student's 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 targeting the areas where the student is having the greatest difficulty in reaching proficiency. The school sends continuing and non-entitlement letters to parents in their native language so they are aware of their child's progress.

The school ensures that entitlement letters are distributed and returned in the following manner: After the student takes the LAB-R, and the ESL teacher hand scores it in order to determine eligibility, parent letters are sent home in the child's native language. This letter informs the parents of the program choices available. These letters are to be returned within a week. If the school does not receive an answer back within the allotted time, a second letter is sent out. If we still do not get a response, the parent is called. In the letters and on the phone, parents are notified about the Parent Orientations that will be given. Upon receipt of these letters, the ESP teacher and coordinator, Mrs. Svendson secures them in a Compliance Binder in her office. These letters are kept on file as long as the child is

eligible for ESL.

## 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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							6	9	5					20
<b>Push-In</b>							3	1	1					5
<b>Total</b>	0	0	0	0	0	0	9	10	6	0	0	0	0	25

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	1
SIFE		ELLs receiving service 4-6 years	3	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	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	Total
Dual Language										0
ESL	28					1	1			29
Total	28	0	0	0	0	1	1	0	0	29
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese							8	6	7					21
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							1	4	2					7
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	0	0	0	0	0	0	9	10	10	0	0	0	0	29

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (18 pull-out classes and 4 push-in). The language of instruction is English. The program model is heterogeneous. However, newcomers are also seen for 8 periods per week. In addition, the ESL teacher pushes in with the 8th grade newcomers for ELA 1 period per week and Science 1 period per week; the 6th graders 3 periods per week for ELA; the 7th graders 1 period per week for 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 6th grade beginners, 1 push-in for the 7th grade mixed levels, and 1 push-in class with the 8th grade mixed levels). Advanced students study ESL for 5 periods 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. As stated above all students are receiving the mandated amount of instructional minutes in ESL.

Newcomers represent 83.9% of the ELL population. 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 ensure 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.

## A. Programming and Scheduling Information

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.

### Courses Taught in Languages Other than English ⓘ

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

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

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

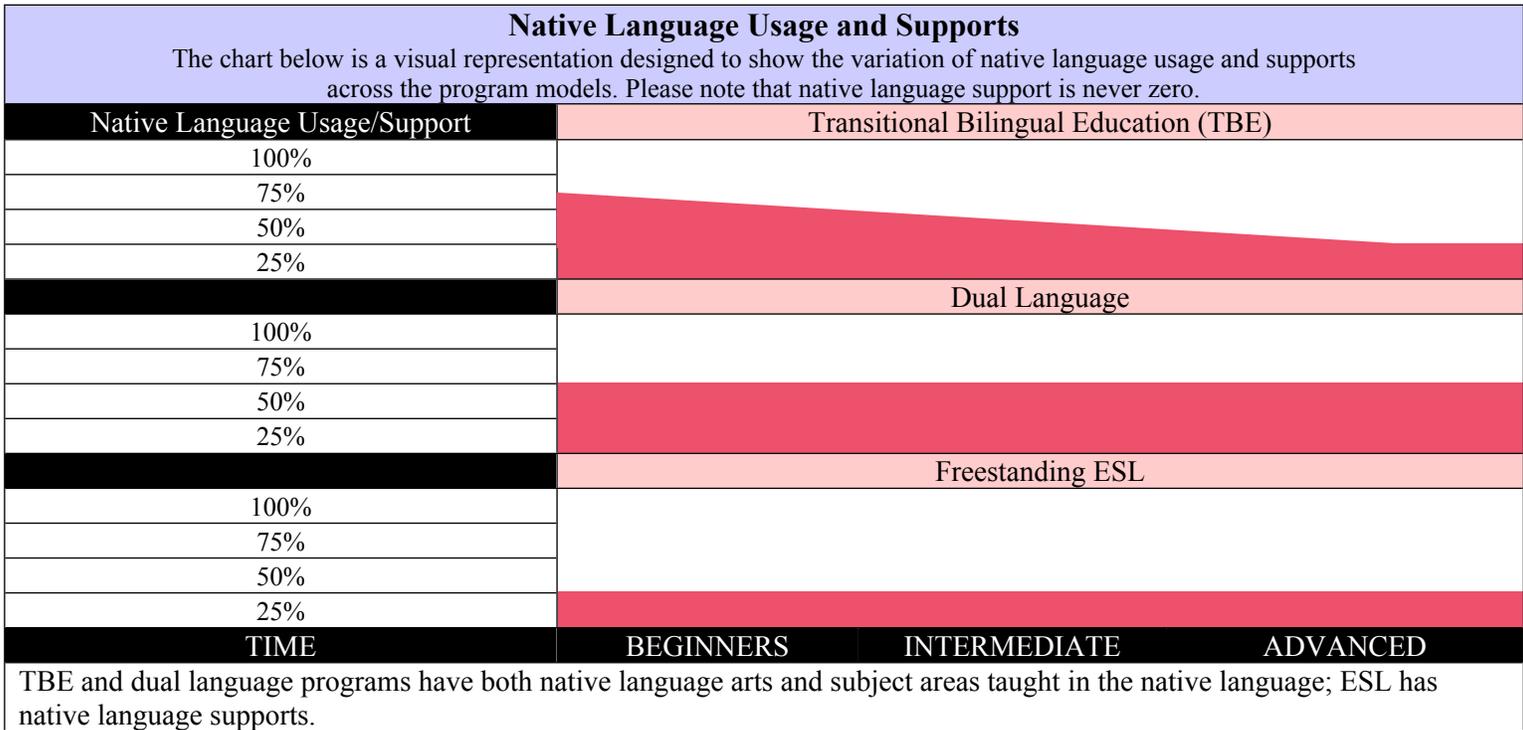
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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

Title III was not granted to the school due to low enrollment. In response, the school has offered remedial course for ELL students for the NYSESLAT and in reading and writing through the Self-Sustaining Program.

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, and 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. MS67 offers remedial and advanced classes through AIS before and after school. 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. Students attend additional AIS programs in ELA/Math and other content areas throughout the school day. All instruction is provided in English. Teachers offer tutoring throughout the school day when they have elective classes. Testing accommodations are given to every transitional child. All ELLs are afforded access to all school programs. Letters are sent home in the native language.

### **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)?

Paste response to questions 1-5 here

#### **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 "Bringing Common Core to Life for ELLs: Language, Literacy & Learning." 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. Last 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. Support is given to transitioning students in the form of AIS and counseling with the Guidance Counselor. Those students are also allotted testing accommodations to meet their needs.

#### **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:

- September 2011: Parent Orientation: Back to School Night  
Parent Workshop – “Starting Off Right”
- October 2011: Parent Workshop – How to Choose a High School, The High School Admissions Process  
Parent Workshop – Navigating the High School Application  
Family Ice Skating Night – in conjunction with the PTA
- November 2011: Parent Workshop – Teaching Teenagers Manners and Etiquette, Is It Too Late?
- December 2011: Parent Workshop – Parents as Literacy Partners –Reading and Writing Morning and Evening Session  
School and Community Canned Food Drive, Toys for Tots
- January 2011: Parent Workshop – Organizational and Study Skills for Parents and Students Morning and Evening Session
- February 2011: Parent Workshop – Preparing Your Child for the NYS ELA Exam Morning and Evening Session
- March 2011: Parent Workshop – Preparing Your Child for the NYS Math Exam Morning and Evening Session
- April 2011: Parent Workshop – Preparing Your Child for the Grade 8 NYS Science Performance Test
- May 2011: Incoming Sixth Grade Orientation for Student and Parents – evening  
Parent Tour and Orientation - morning

## 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)							3	2	2					7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	1	4					6
Advanced (A)							5	4	5					14
Total	0	0	0	0	0	0	9	7	11	0	0	0	0	27

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	0				
	I							3	1	2				
	A							3	4	3				
	P							1	0	4				
READING/ WRITING	B							2	1	1				
	I							0	1	4				
	A							3	3	4				
	P							2	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		2	1		3
7		2			2
8	2	4			6
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					2		4		6
7					1		4		5
8	1				4		4		9
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			1		2		3		6
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Early literacy skills are assessed through the LAB-R. The data patterns show a lower performance in the modalities of reading and writing and higher performance in listening and speaking. Data based on the four modalities will dictate how each individual student's academic interventions are differentiated. Strategies will be targeted to meet the needs as identified by the data. The success of the program is determined by the number of students that test out of the program following the NYSESLAT. Last year over 50% of ELLs tested out of the program.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zoi P. McGrath	Principal		1/1/01
Henry Schandel	Assistant Principal		1/1/01
Rhonda Bogaty	Parent Coordinator		1/1/01
Claire Svendsen	ESL Teacher		1/1/01
Anna Cucchiara	Parent		1/1/01

**School Name:**

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zachary Boyt, Math	Teacher/Subject Area		1/1/01
Lana Rajwan, Science	Teacher/Subject Area		1/1/01
Panagiota Guerin, Math	Coach		11/1/11
Brian Sweeney, ELA	Coach		11/1/11
Jerard Armstrong	Guidance Counselor		11/1/11
Mary Jo Pisacano	Network Leader		11/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **26Q067** School Name: **Louis Pasteur Middle School 67**

Cluster: **2** Network: **205**

**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 are provided at parent teacher nights through NYCDOE providers as well as parent volunteers. Also, any print materials are produced and made available 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.

Oral interpretation services are provided 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>.

Our school remains proactive in keeping current with the latest data through ARIS in order to serve the translation needs of our population.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Louis Pasteur Middle School	DBN: MS 67Q
Cluster Leader: Despina Zaharakis	Network Leader: Mary Jo Pisacano
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 2

Louis Pasteur Middle School 67 is located in the Little Neck/Douglaston area of Queens, New York. The school was built in 1956 as a K-9 school; however it has evolved as a middle school with grades 6-8. The present enrollment is 918 children; 28% are White, 3% are Black, 10% are Hispanic and 59% are Asian.

Our English Language Learners (ELL) population, which consists of 32 students, is Korean (29%), Chinese (62%), Russian (3%) and Other (3%). 31% are at the Beginner Level, 27% at the Intermediate Level, and 42% at the Advanced Level as measured by the 2012 NYSESLAT exam. This free-standing ESL program services all grades. Our program consists of mainly departmentalized ESL and content courses that infuse ESL strategies. Our model is pull-out/push-in, where students spend the majority of their day in all English content instruction and are brought together from various classes for English acquisition. Our 1 NYC licensed, NYS certified ESL teacher teaches Language Arts and ESL (Literacy). There are 13 pull-out classes and 12 push-in classes 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 English Language Arts class.

It is our intent to start a very aggressive after school program through the Rosetta course (a supplemental language program that offers individualized instruction) and direct teacher instruction in a classroom setting, targeting our 32 ELL students in the acquisition of academic language for the statewide exams, and success in the content classes. We want to insure that our struggling ESL students (Newcomer students whose reading grade levels are below 3rd grade) get the proper support in order to succeed. In these after-school classes, Title III teachers will use many of the strategies utilized by the ESL teacher – bridging, contextualization, reciprocal teaching, metacognition, and most importantly text representation. Research shows that ELLs need to develop academic English skills along with content knowledge to be successful in school. Through effective sheltered instruction in the classroom, the regular, grade-level curriculum is taught to English language learners utilizing the workshop model which make the content concepts comprehensible while promoting the students' academic English language development (Chamot & O'Malley, 1987; Cradall, 1993, Echevarria, Vogt & Short, 2000.) Federal regulations mandate that all children must be assessed to monitor their progress. Therefore, our ELL students take all NYC & NYS exams in ELA, Math, and 8th grade Science. Students here less than 1 year are exempt from ELA State exams, but take the NYSESLAT instead. Since the classes will be given on two different days of the week from 3:00 to 4:00 PM for a duration of 25 weeks, the majority of our ELL students should be able to attend each individual class. The supervisor will work one half hour per day, two days per week, from 3:30-4:00 PM.

## Part B: Direct Instruction Supplemental Program Information

This after-school program would begin in mid-November and run for approximately 25 weeks, ending in mid May. All of the students will work with the Rosetta Stone program one hour per week and then work with the teacher on skill improvement in a classroom one hour per week. The students will be divided into two groups of similar abilities; therefore the classes will flip/flop on alternate days, utilizing both the ESL teacher and the ELA teacher.

In the after school Rosetta Stone/ELA skills course, one NYC certified English Language Arts teacher will collaborate and co-plan with the ESL teacher and the supervisor, who is a former LOTE/ESL licensed/certified teacher. The ESL teacher will concentrate on listening and speaking. There are no other programs in the building; therefore a supervisor is needed. The students targeted have been in the U.S. for less than two years and are taking the ELA exam for the first time. Both teachers 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.

In the newcomer program, students who have performed at the beginner/low intermediate level and have been in the country for less than one year will be targeted to learn basic interpersonal skills, and the day to day language skills needed to interact socially with other people. This social language is not cognitively demanding, but needed for a newcomer to survive and become comfortable in his surroundings. These skills usually develop within a year after the students' arrival. Through the Rosetta Stone course, students will develop core skills in reading, writing, speaking and listening through features such as proprietary speech-recognition technology incorporated into lessons and activities to help students improve their pronunciation, immersion-based technology that replicates the strengths of a real-world learning environment and activates the brain's natural ability to learn language, carefully sequenced content to introduce new vocabulary and grammar by building upon previous content, speech-recognition technology to help students adjust speaking to match native-speaker pronunciation, immediate feedback on every response to help reinforce key foundational concepts and correct learning. This is in accordance with the Common Core State Standards. With Rosetta Stone, programs are individualized and geared to the specific needs of each child. The teachers will continually follow up with assessments to ensure understanding and check on progress.

Academic language acquisition isn't just the understanding of content area vocabulary. In addition, to the Rosetta Stone course, skills such as comparing, classifying, synthesizing, evaluating, and inferring are crucial strategies that ELL's need to succeed in the content areas. As the language becomes more cognitively demanding, new ideas, concepts and language are presented to the students at the same time; therefore students need time and support to become proficient in academic areas. Studies show this can take from 5 to 7 years. Therefore, it is our intent to support these students in content area vocabulary and concepts so they may succeed in the demands that the content courses require.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: In compliance with NCLB, the ESL department is trained to analyze and evaluate the NYSESLAT an annual test that measures student progress towards meeting these standards; The NYS English as a Second Language Achievement Test. The ESL and ELA teachers will attend a number of workshops including Demystifying ELL Data Training Series, ELL Literacy Conference and the ESL teacher will turn-key back the strategies learned to the teaching staff at department meetings and the monthly staff meetings. Teachers will be trained to use the Reading Express Program by Perfection Learning. The school utilizes this program for intensive intervention on all essential reading standards in order to build literacy skills and this will be used for the one hour classroom instruction portion of this after school program. Teachers will also receive a two hour training for Rosetta Stone by a representative of Rosetta Stone, in order to utilize it to best serve the needs of each individual child.

In addition, a Teacher's College staff developer comes to school once a month on a regular basis and works with both the ESL and ELA teachers. The ESL teacher and the ELA teacher working in Title III will attend professional development opportunities that take place at Teacher's College on a regular basis. The ELA department, including the Assistant Principal, Literacy Coach and all ELA teachers are targeted for these sessions as well. The ESL teacher also articulates as often as possible with the mainstream teachers to assess their mutual students's progress and attends weekly ELA coach meetings. This allows the ESL teacher to plan accordingly, so as to clear up any new concepts, which might prove difficult for beginner or intermediate students. Also, the ESL teacher is given updated copies of each unit of study in ELA; this includes the latest strategies being taught to the students within each grade level.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent Orientations are given throughout the school year. MS 67 offers a "Back to School Night" every September, which gives the parents the opportunity to get an overview of the curriculum. Translators are available if the parents need one. Open school week is conducted in November and February prior to the Parent/Teacher Conferences. Parents can visit each child's class to see how each one functions. In addition, Parent/Teacher Conferences are held in the afternoon and evening in November and February. Again, translators are provided during these conferences as well. Other parent workshops are given on a monthly basis. They include: "Getting Your Child Off to the Right Start", "Jupiter Grades Workshop", "High School Information Workshop", "Bullying/Cyber-Bullying Workshop", "Common Core State Standards Workshop", "Understanding the ELA State Exam", "Understanding the NYS Math Exam", "ARIS/Acuity Workshop" and "Study Skills/Time Management

**Part D: Parental Engagement Activities**

Workshop", to name a few. Letters (Preferred Language of Parents) and monthly calendars are sent home with the students and a phone messenger calls each child's home as well to ensure that the parents are informed about the workshops.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	wo teachers -2 hr/week/25 weeks \$2509.50 each (Total \$5019.00) (This is based on \$50.19 per hour) One Supervisor-1hr/week/25 weeks-\$1313.00. (This is based on \$52.52 per hour)	One ESL teacher and one ELA Teacher per session for after school program One Supervisor per session for after school program
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$668.00	USB Microphone Headsets to be used by students for Rosetta Stone Program  General Supply Materials such as Reading Express student workbooks by Perfection Learning, and handouts for students
Educational Software (Object Code 199)	\$3,950.00	Rosetta Stone Classroom Version 3 Online Fixed Term License
Travel		
Other	\$250.00	Parent Involvement-Materials and Refreshments for Parent Workshops
<b>TOTAL</b>	<b>\$11,200</b>	