



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LOUIS PASTEUR MIDDLE SCHOOL 67

DBN (i.e. 01M001): 26Q067

Principal: ZOI P MCGRATH

Principal Email: ZMCGRAT@SCHOOLS.NYC.GOV

Superintendent: ANITA SAUNDERS

Network Leader: MARY JO PISACANO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Zoi P. McGrath	*Principal or Designee	
Joseph Wieckhorst	*UFT Chapter Leader or Designee	
Gerard Paretta	*PA/PTA President or Designated Co-President	
Janet Huber	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Choit	Member/ Assistant Principal	
Taso Lampoutis	Member/ Teacher	
Robert LoCastro	Member/ Teacher	
Isabel Simos	Member/ Teacher	
Dina Katz	Member/ Parent	
Gregory Mitchel	Member/ Parent	
Kristi Muccini	Member/ Parent	
Daniel Racan	Member/ Parent	
Jeannette Segal	Member/ Parent	
Melissa Taylor	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, we are targeting 304 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

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

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 47.5 percentile of the peer range.

Instructional Strategies/Activities

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

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

- The math department will implement reading, speaking, and writing into their teaching through the use of: real life application in problem solving, 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 set goals quarterly and teachers will track student progress towards meeting those goals.
- 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 each strategy/activity

- Teachers will attend various professional development opportunities, where they will be responsible for applying the information to their peers on improving pedagogy.
- An RTI (Response to Intervention) and AIS Math classes 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 listed in their subject area from the open market, Teaching Fellows Program, and teachers that have been observed and student taught in the building that have proven to uphold excellence in teaching.

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

- The administration along with the pedagogical staff will design and implement an efficient, meaningful AIS program that will target level 1 and level 2 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 monthly 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

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

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 2013 – June 2014.

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

- The Math coach’s program is designed to allow weekly grade specific coach meetings on a weekly basis. The program also includes daily designated periods for the coach to provide professional development for the teachers in the math department.
- Teachers will meet monthly 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 scheduled to see their own students for AIS to allow them to target the specific needs of their students.
- Teachers will utilize the new common core textbooks as a resource in planning and instruction.
- Teachers will utilize a wide range of technology resources including SMARTboards, iPads, Flipped Model of Instruction, Doceri, SMARTResponse, Discovery Education, scientific and graphing calculator emulators, and Straight Aces.

Strategies to Increase Parental Involvement

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

- The Parent coordinator 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.
- Parents are invited to attend a Back to School Night to meet the teachers and receive information on the curriculum their child will be learning.
- Parents are invited to attend the school during an Open House week to observe their child in their regular educational environment.
- Implement the use of an online grading system to conveniently and efficiently keep the lines of communication open between teachers and parents and parents are able to view live updated information regarding their child’s progress and performance.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, we are targeting 293 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

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

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 38.7 percentile of the peer range.

Instructional Strategies/Activities

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

➤ Strategies/activities that encompass the needs of identified 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 improve reading levels based on Teachers College 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.
- Students will use portfolios and individual reading and writing conference logs to effectively self-access; they will evaluate and reevaluate 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.
- Students will set goals quarterly and teachers will track student progress towards meeting those goals
- Teachers will provide small group, and/or individual instruction that is specific to their instructional needs

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

- 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
 - 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 DOES, 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 Expeditionary Learning Curriculum and Common Core State Standards for the purpose of providing print rich materials and central texts 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

➤ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 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.

➤ **Timeline for implementation and completion including start and end dates**

1. 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 2013 – June 2014.

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

- The ELA coach’s program is designed to allow weekly grade specific coach meetings. The program also includes daily designated periods for the coach to provide professional development for the teachers in the ELA department.
- Teachers are scheduled to see their own students for AIS to allow them to target the specific needs of their students.
- Teachers will utilize the Expeditionary Learning Curriculum materials and common texts as a resource in planning and instruction.

- Teachers will utilize a wide range of technology resources including SMARTboards, iPads, Flipped Model of Instruction, Doceri, SMARTResponse, Discovery Education, TeenBiz and Lexile Analyzer.

Strategies to Increase Parental Involvement

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

- The Parent coordinator 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.
- Parents are invited to attend a Back to School Night to meet the teachers and receive information on the curriculum their child will be learning.
- Parents are invited to attend the school during an Open House week to observe their child in their regular educational environment.

Implement the use of an online grading system to conveniently and efficiently keep the lines of communication open between teachers and parents and parents are able to view live updated information regarding their child's progress and performance.

Budget and Resource Alignment

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

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

- 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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 20% of teachers will achieve performance at the effective and/or highly effective level based on the Danielson rubric for Domain 2: The Classroom Environment, and Domain 3: Instruction as measured by observations in the Advance System.

Comprehensive Needs Assessment

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

Citywide instructional expectations outline shifting teacher practice through the implementation of a new teacher evaluation system to support teacher growth and enhance teacher effectiveness.

Instructional Strategies/Activities

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

➤ **Strategies/activities that encompass the needs of identified subgroups**

- The responsible supervisor meets with teachers individually during the Initial Planning Conference (IPC) to discuss expectations and optional goals for the year. Teachers select Option 1 or Option 2. The supervisor goes over the MOSL for the teacher and outlines upcoming MOSL related activities.
- The Principal schedules cabinet meetings and other professional development opportunities provided by the Network Achievement Coach and the Talent Coach to familiarize all supervisors with the 22 components of the Danielson's Framework. Training will include case studies and viewing teaching videos on ARIS.
- The principal and assistant principals along with the Network Achievement Coach and Talent Coach engage in calibration activities that include observing teachers, and using low inference notes to identify levels of proficiency. Supervisors and coaches take turns identifying areas of strength and areas for growth in order to construct effective feedback and a support plan.
- Provide teachers with on-going professional development based on identified needs from their informal and formal observations and Self- Assessment Danielson Survey on ARIS.
- Schedule individual End of Year Conferences with all teachers to reflect on their teaching practice throughout the year, discuss evidence of teaching practice and student learning across the year focusing on growth in teaching practice and next steps for continued improvement that results in student achievement.

➤ **Key personnel and other resources used to implement each strategy/activity**

- Principal, Assistant Principals and teachers
- Principal, Network Achievement Coach, Talent Coach and Assistant Principals. Professional Resource: *Danielson Framework for Teaching; ARIS teaching videos & case studies*
- Principal and Assistant Principals and Network Achievement Coach and Talent Coach. Professional Resource: *Danielson Framework for Teaching*
- Principal, Assistant Principals, ELA and Math Coaches, Instructional Lead Teachers, Network Achievement Coach and Talent Coach
- Principal, Assistant Principals and teachers

➤ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Completion of Initial Planning Conferences during which time teachers select Option 1 or 2 as evidenced by signed IPC forms, optional professional goals and all required information entered through ADVANCE.
- With support from the Network Achievement Coach and the Talent Coach, Principal and Assistant Principals engage in conversations that reflect knowledge of all 22 components of Danielson.
- The target used to evaluate progress is supervisor ratings that are fully calibrated or calibrated within one performance level.
- Professional development will result in improved teaching practice by at least one proficiency level by the end of the school year.
- Supervisors will conduct End of Year Conferences and complete required entries on *ADVANCE* resulting in 20% of teachers achieving performance at the effective and/or highly effective level based on the Danielson rubric for Domain 2: The Classroom Environment, and Domain 3: Instruction as measured by observations in the Advance System.

➤ **Timeline for implementation and completion including start and end dates**

1. 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 2013 – June 2014.

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

- The supervisor and the eligible teacher use the suggested DOE IPC agenda format to conduct 1 IPC for at least 15-minutes during a previously scheduled date and time which could take place during a preparation period or before and after school.
- Weekly cabinet meetings take place and once a month the network provides the principal and assistant principals with professional development in alignment with Danielson and ADVANCE. Administrators have also attended other professional development provided by the Department of Education based on Danielson and/or ADVANCE.
- Supervisors follow a pre-planned observation schedule.
- On-going professional development is provided by administrators and staff during: monthly faculty meetings, monthly department meeting, weekly house meetings, and weekly lead teacher meetings.
- New teacher mentoring scheduled for twice a week
- The supervisor meets one-on-one with each teacher to engage in a End of Year Conference for at least 15-minutes during a predetermined time period that can be scheduled during a preparation period or before and after school.

Strategies to Increase Parental Involvement

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

- The Parent coordinator 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.
- Parents are invited to attend a Back to School Night to meet the teachers and receive information on the curriculum their child will be learning.
- Parents are invited to attend the school during an Open House week to observe their child in their regular educational environment.

Implement the use of an online grading system to conveniently and efficiently keep the lines of communication open between teachers and parents and parents are able to view live updated information regarding their child's progress and performance.

Budget and Resource Alignment

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

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

- Professional development for Teachers---Contract for Excellence (C4E)
- Professional development and support – CFN network support

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

4.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4.
5. Timeline for implementation and completion including start and end dates
1.
6. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
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	Teachers will target students in their lowest third of performance as determined from a previous assessment. Using the data from the assessment, teachers will target those skills that require remediation through the use of various textbooks, online resources, and classroom strategies that are aligned with content from the subject teacher	Small group (10:1)	During school hours
Social Studies	Teachers will target students in their lowest third of performance as determined from a previous assessment. Using the data from the assessment, teachers will target those skills that require remediation through the use of various textbooks, online resources, and classroom strategies that are aligned with content from the subject teacher.	Small group (10:1)	During school hours
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	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

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 26	Borough Queens	School Number 067
School Name Louis Pasteur Middle School		

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

Principal Zoi P. McGrath	Assistant Principal Henry Schandel
Coach Tessie Efstathiou	Coach Zachary Boyt
ESL Teacher C.Svendsen, C.Sparando	Guidance Counselor Jerard Armstrong
Teacher/Subject Area A. Rizzo Social Studies	Parent Gerard Paretta
Teacher/Subject Area Lana Rajwan, Science	Parent Coordinator Rhonda Bogarty
Related Service Provider Jennifer Kong, SBST	Other type here
Network Leader(Only if working with the LAP team) Mary Jo Pisacano	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	880	Total number of ELLs	36	ELLs as share of total student population (%)	4.09%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28			4			4		4	36
Total	28	0	0	4	0	0	4	0	4	36

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**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
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	2						3
Chinese							12	9	3					24
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							3	2	1					6
Punjabi														0
Polish														0
Albanian														0
Other								3						3
TOTAL	0	0	0	0	0	0	16	16	4	0	0	0	0	36

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						11	5						16

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	2					4
Advanced (A)							6	8	2					16
Total	0	0	0	0	0	0	18	14	4	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	1			5
7	5				5
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		7		2				12
7		3	1	3	3		1		11
8				2				1	3
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 40% of ELLs tested out of the program.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades on the LAB-R and NYSESLAT are utilized for planning and instruction across all content areas. Data patterns tell us that listening is the strongest modality and writing appears to be the weakest modality. Speaking presented problems as well on the NYSESLAT exam.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After scrutinizing the RLAT for 2013, it was determined that an overall pattern emerged. The two modalities that were the weakest were writing and listening. In the classroom, teachers will emphasize these weakest skills with the students. However, all modalities are addressed within each lesson. Individual conferences will be held between the student and teacher in an effort to address and improve the weakness areas. Students are given additional practice materials to increase their proficiency and assist their overall progress in the aforementioned areas. Teachers will use all testing data to drive instruction. ELA and Math teachers will provide Academic Intervention Services to those students as well, in an effort to help students achieve and improve scores.
4. For each program, answer the following:
 - a. 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?Not all tests are afforded to the students in their native language. Depending on how long the student has been in this country and their proficiency in the language will determine how the students will fair in taking tests in English. Teachers will be given the results of the Periodic Assessments and will design lessons targeting student deficiencies. Our school has learned that the writing modality is the most difficult and the last to develop. Special attention is given to writing skills in the classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
In all subject areas, the classroom teacher is informed of the ESL population in his/her classes. Suggestions are made to the classroom teacher by the ESL teacher as to how to differentiate the content, keeping in mind language objectives for each child. Every attempt is made to ensure meaningful comprehensible input. At weekly ELA coach meetings, the ESL teacher leads a discussion as to best serve the needs of the ESL students. At that time, targeted groups are created, making sure that language content is supportive and rich. Ongoing progress is continually monitored.
7. 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?Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Teacher feedback, student performance in class, ongoing classroom assessments, Periodic Assessments, and ultimately student performance on the NYSELAT are all taken into consideration when evaluating the success of our ELL programs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
See below
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.
See below
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Please see below
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.
Please see below
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ESL students are required to take the NYSESLAT exam. The test is administered over a period of days, within the testing period. Every effort is made to contact absentees to ensure that all sections are given to every student. The test is administered under strict testing conditions and the time periods are strictly enforced.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Response to Questions 1, 2, 3, 4, 6

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 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. Spanish-speaking English Language Learners are administered the Spanish-LAB-R upon entry. This test is administered by the Assistant Principal who is Spanish speaking. Since the Assistant Principal is Spanish speaking, she also assists in the Home Language Identification Survey completion. Parents and students are interviewed by her as well as the ESL teacher. Korean and Chinese-speaking parents will be assisted by our staff members. If there is a need, translators will be provided for different languages.

Once a student is identified as entitled, Parent Survey and Program Selection forms (Appendix C & D) are sent home in the native language. The letters are mailed home and they are personally given to the child. 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 and sent home the Parent Survey and Program selection forms. 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 our ESL program, which is a combination of self contained classes and teacher push-in of major subjects. ELL parents have continually rejected Transitional Bilingual and Dual Language programs. This year, our ESL caseload of 35 students, reflects a parent choice of ESL self-contained classes and teacher push-in of major subjects.

Entitlement letters, continuing letters, and proficiency letters in native languages are filed in the ESL room. In addition, all cumulative records are stored in the record room and are accessible to all staff members of MS 67Q.

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.

Part V: ELL Programming

A. Programming and Scheduling Information

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

MS 67's ESL program is an English immersion pull out/push-in program. ELL students are in mixed heterogenous groups (mixed proficiency levels) for pull out periods and the ESL pushes in to grade specific classes. The push-in periods cover a variety of content area subjects, with the most being ELA, Social Studies, and Science.
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)?

THE CR Part 154 mandated number of instructional minutes is provided by the aforementioned organizational and program models. Our beginning and intermediate level students receive the mandated 360 minutes per week, while the students at the advanced level receive the mandated 180 minutes per week. In addition to those minutes, ESL students remain in their regularly scheduled ELA classes that meet six times per week, for 45 minutes each time. As part of the mandated instructional minutes, the ESL teacher pushes into the major subject classes for extra support and individualized attention.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

MS 67 is committed to academic rigor through a challenging curriculum which reflects the new Common Core Learning Standards. ELLs require language through a variety of methods and strategies. For content area instruction, which is usually determined through articulation with the subject area teacher, language objectives as well as content objectives is always a priority. The ESL teacher supports the content area with vocabulary and the academic language needed to understand and process the subject matter. This scaffolding uses a variety of materials such as pictures, dictionaries, technology, newspapers, magazine articles etc. Unfamiliar concepts and problematic language are always given attention in order to make input comprehensible. Native language material and student "translators" are often used for additional support. Writing, a priority here at MS 67 uses the Columbia University Teachers College Workshop model and the expeditionary learning model. As students become more proficient in the language, attention is given to higher order thinking skills such as summarizing, analyzing and thinking inferentially. These skills are developed through a series of questioning strategies. In order for ELLs to maintain congruence with their English speaking counterparts, experience more rigorous academic instruction and enriched language, lessons and tasks are modified.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish-speaking children are evaluated on the Spanish LAB R. After the LAB R is administered in English. ELLs are provided native language versions of standardized tests such as the state Math and Science assessments. When possible, informal assessments are given in the native language by pedagogical staff, when students functioning is not progressing. Parent interviews with new arrivals or later during Parent/Teacher conferences give needed information on students, school performance in their homeland. These interviews can also indicate the language performance of parents.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs progress in all four modalities is closely monitored in a variety of ways. In addition to formal exams, such as the periodic assessment, NYSESLAT, etc. Checklists keep track of students' progress. Analysis of questions and written responses on classroom and quarterly exams also provide feedback and articulation with subject teachers and support staff to help insure proper evaluation of student performance. Weekly meetings with assistant principals, coaches, and teachers not only provide congruence, but keep all participants abreast of difficulties, the need for additional input and redesigning lessons to remediate weaknesses etc.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At the present time, MS 67 does not have any SIFE students; however, plans are in place for these students should the need arise. Targeted instruction in all four modalities will be designed based on a diagnostic/prescriptive approach. Assessment data will be carefully analyzed to target skills and pinpoint weaknesses. Scaffolding will support language and content area objectives. Additional support will be provided by peer tutoring, AIS, and after school programs. Parents will be kept apprised of the educational plan, remediation, progress, etc., in hopes this engagement will create more stability.

Newcomers to MS 67 receive a comprehensive program designed to address the students' need for language acquisition, cognitive development, and social adjustment. A variety of methods and strategies are used with beginners in school for less than three years. Small group task oriented lessons drive instruction. Along with modeling and repetition, these lessons make input more comprehensible. In addition, they develop vocabulary and verbal skills. Reading and writing naturally develop from these hands-on tasks. Instructional materials include Big Books, picture books, language experience charts, dramatic play, to name a few. Realia is used as often as possible. The Writer's Workshop model is used as soon as possible and it is a priority. Grammar is naturally developed through the students' own writing as opposed to artificially in isolated exercises. Subject area instruction is supported by scaffolding and content area input, and when appropriate, higher reasoning skills will be introduced. Native language support such as library books, student translators, electronic translators, etc., will be used when available.

At present, MS 67 has four long-term ELLs. The education plan for these students is similar to the plan discussed in 6a above. One modification would be for the ESL teacher to push-in to subject classrooms as much as possible to scaffold vocabulary and content. Additional support would be provided through our AIS program. If deemed necessary, the students will be evaluated by the SBST Team after second language interference has been ruled out. Counseling and related services may be suggested and implemented.

At present, MS 67 does not have any long-term ELL's of six-plus years. If in the event these students become part of our population, the same plans used for SIFE and long-term ELL's (4-6 years) would be used for these students. Again, every effort would be made to rule out second language interference as the impediment to student progress. Once this determination has been made, the student would be referred to the SBST team to begin an initial evaluation. Parent involvement would have to be ongoing, and this relationship would, hopefully ensure parent cooperation with referral decisions.

Students who become proficient receive AIS services when deemed necessary. The AIS teacher focuses on reading comprehension and writing skills in conjunction with subject class lessons.

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

The same instructional strategies used for newcomers, SIFE, and long term ELLs will be used for ELL-SWDs. (Please refer to 6a, b, c, and d). The strategies and approaches mentioned above in 6b for newcomers is especially relevant for SWDs since lessons that have inherent language and content area support would be most helpful. All instruction will reflect the goals stated on the IEP.

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

ELLs and SWD's are scheduled during elective classes. They are never pulled from major subjects. The majority of students are pulled from foreign language classes or talent classes.

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (10 pull-out classes and 12 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 newcomer for ELA 2 periods 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 and ARIS. 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.

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 ⓘ

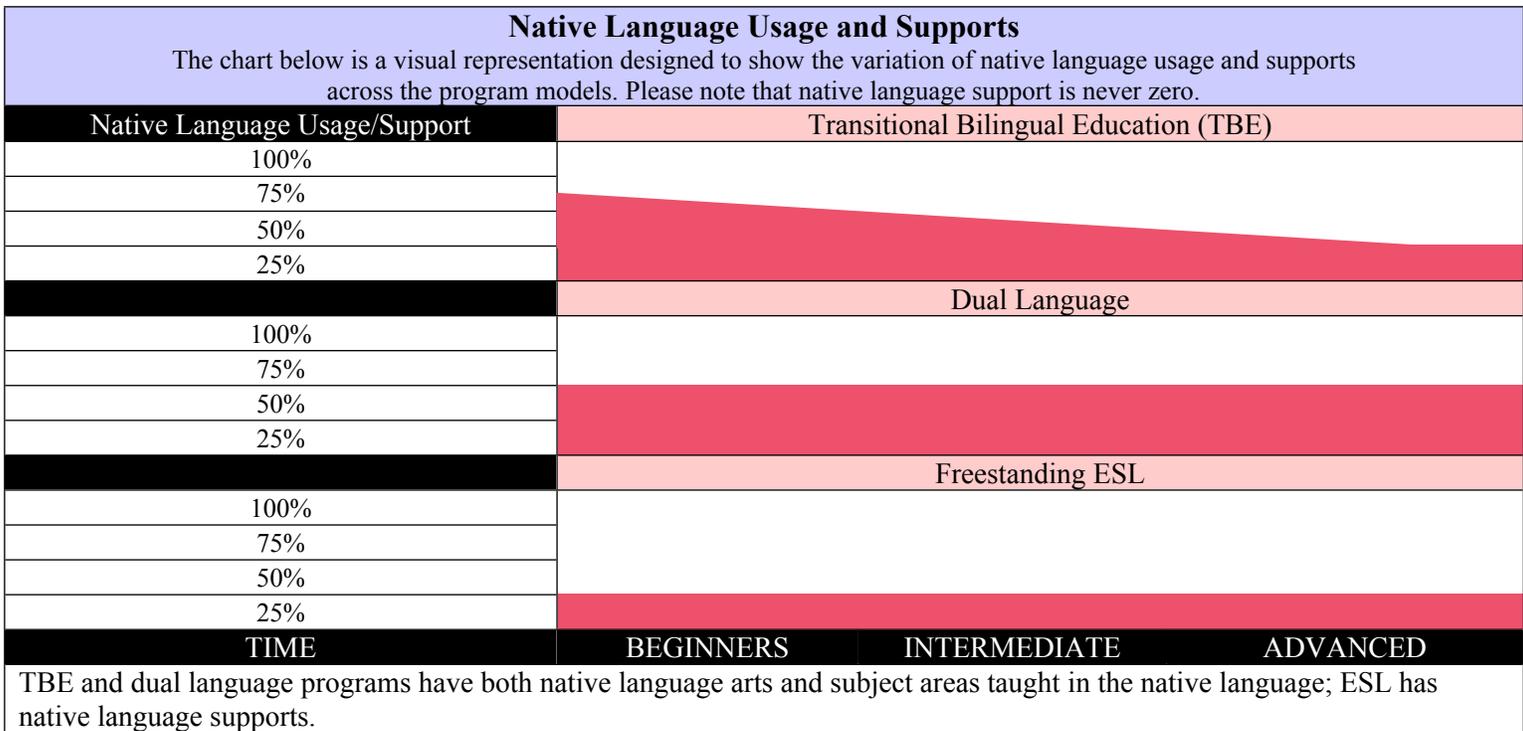
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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



B. Programming and Scheduling Information--Continued

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

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (10 pull-out classes and 12 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 newcomer for ELA 2 periods 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 and ARIS. All students are then programmed for the required amount of ESL following the mandate of state compliance rules.

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

. M.S. 67's ESL program seems to be meeting the needs of our ELL population. This year almost half our eligible ELLs are on the Beginning Level of the LAB-R, and almost half of these students are new arrivals to the United States. In addition, several students continuing in ESL from elementary schools, also scored on the Beginning Level of the NYSESLAT. In a short time, these students are beginning to demonstrate more understanding of receptive language when asked simple questions or given commands. They are also better able to perform on modified lessons and homework. Their academic language is developing and many are able to take part in discussions of content area subject matter. Their drawings are becoming more detailed and, although writing is difficult, some can write in short phrases and simple sentences. They are speaking more often to classmates and teachers. Parents have mentioned that students have adjusted to their new school. Our Advanced Level students are performing adequately on quarterly exams and content area quizzes. In the past, our students have done well on the NYSESLAT, and last year a large number of 8th graders reached proficiency.

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

This year, MS67 is implementing the Common Core Learning Standards and, where possible, our Advanced ELLs will be kept congruent with their classmates. Scaffolding language and providing content area support will help make input as comprehensible as possible. Targeted instruction will be implemented when applicable.

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

No programs at the present time are being discontinued.

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

We have AIS programs that meet during the school day. Every program has talents built into the schedule, such as Art, Dance, Music, Drama, Chorus, Robotics, Law, Film, Etc. Reading periods are incorporated into every child's schedule as well. Self-sustaining and athletic programs are offered after school.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The ESL and subject area teachers use a variety of materials to support our ELLs. These include picture books that cross over content areas, Oxford picture dictionaries, Grammar Practice Simplified, Essential Learning Products, All About the USA, For Your Information, and Pearson Longman Ready to Use Life Skills & Academic Activities. This variety of materials provide our ELLs with sufficient content to support and guide whatever subgroups may exist in their classrooms. Reading and writing skills are developed through thematic units on descriptive writing, reading a variety of genres with written responses, author studies, etc. Whenever possible, lessons are aligned to the Common Core Learning Standards and curriculum, and include attention to all modalities. In addition, both subject area and ESL classrooms have well stocked libraries fitting the needs of all proficiency levels. Technology is part of the curriculum and in addition to whole class instruction, the school library has computers available for student research and written reports, etc.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided for our ELLs as soon as they enter the school. Newcomers are assigned a "friend" who speaks the same language and acts as a guide and helper. Classroom and the ESL room libraries have dual language books and dictionaries. Students are encouraged to bring electronic translators and use them as much as possible. In order to foster cultural

literacy, native language stories are compared to similar American stories which shows a respect for other languages and cultures. DOE translators are available for parent/teacher conferences, referrals, etc. Students are provided with native language versions of formal assessments, when available.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ELLs are assigned to age appropriate grade level classrooms. Pull-out services are determined by grade. Instruction parallels the subject matter of the grade. All teachers/staff have been trained and/or skilled in ESL methodology, and instruction and support is given in age and grade appropriate groups within the classroom.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
There is a student orientation prior to the beginning of school. However, most ELL's arrive after school begins in September. Parent orientations take place at that time.
18. What language electives are offered to ELLs?
For advanced level students, foreign language (Spanish) is offered.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 and an ELA teacher attended a workshop entitled "Bringing Common Core to Life for ELLs: Language, Literacy & Learning." Teachers are encouraged to log on to the New York City Department of Education website and check the section entitled "DOE Professional Development Offerings" in order to find courses relating to our ELL population that they could attend. In the past, Teachers College came to the school on a weekly basis to train the staff. The ELA department, including the Assistant Principal, Literacy Coach and all ELA teachers and the ESL teacher were targeted and trained by the facilitator as to how to best serve our ELL population. This information learned is used by the ELA teachers in their daily lessons. The ELA teachers have turnkeyed the information to the entire staff during faculty meetings and professional development sessions. The ESL teacher attends the weekly ELA Coach Meetings and determines what skills, strategies, etc. are being taught throughout the year on each grade level. The ESL teacher also articulates as often as possible with the mainstream teachers to assess their mutual students' progress and analyzes data in order to plan and implement differentiated instruction. Additional staff development takes place at faculty conferences, department meetings and during PD sessions administered by such organizations as Teachers College and the school's network. There are opportunities to plan collaboratively with other departments, in particular, the ELA Department. This allows the ESL teacher to plan accordingly, so as to clear up any new vocabulary or concepts, which might prove difficult for beginner and intermediate students. During staff development sessions, the ESL teacher is able to identify skills and strategies that can be implemented by the mainstream teachers. The ESL teacher also provides at least 7.5 hours for new teachers of ELL training and an additional 2.5 hours for Special Education, Resource Room, and AIS teachers. Records of Professional Development/ESL Training are stored in the office of the Assistant Principal. They are continually updated and maintained by the ESL teacher.

D. Parental Involvement

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

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 2013: Parent Orientation: Back to School Night
Parent Workshop – “Starting Off Right”

October 2013: 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 2013: Parent Workshop – Teaching Teenagers Manners and Etiquette, Is It Too Late?

December 2013: Parent Workshop – Parents as Literacy Partners –Reading and Writing Morning and Evening Session
School and Community Canned Food Drive, Toys for Tots

January 2014: Parent Workshop – Organizational and Study Skills for Parents and Students Morning and Evening Session

February 2014: Parent Workshop – Preparing Your Child for the NYS ELA Exam Morning and Evening Session

March 2014: Parent Workshop – Preparing Your Child for the NYS Math Exam Morning and Evening Session

April 2014: Parent Workshop – Preparing Your Child for the Grade 8 NYS Science Performance Test

May 2014: Incoming Sixth Grade Orientation for Student and Parents – evening
Parent Tour and Orientation - morning

Our Network (205) provides workshops for ELL parents on occasion. Parents have also been directed to go to their local libraries and community colleges who provide services and workshops for ELL parents. Additionally, the Department of Education website provides activities, workshops, and resources for parents of ELL students in the 'Family Resource' section. Sometimes, the Department of Education and our network, send flyers to be distributed to our parents for various workshops.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zoi McGrath	Principal		11/12/13
Barbara Choit	Assistant Principal		11/12/13
Rhonda Bogaty	Parent Coordinator		11/12/13
Claire Svendsen/C. Sparando	ESL Teacher		11/12/13
Gerry Paretta	Parent		11/12/13
Brenda Dolan-ELA	Teacher/Subject Area		11/12/13
Andrea Clavell	Teacher/Subject Area		11/12/13
Tessie Efstathiou	Coach		11/12/13
Zachary Boyt	Coach		11/12/13
Jerard Armstrong	Guidance Counselor		11/12/13
Mary Jo Pisacano	Network Leader		11/12/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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.

Initial evaluation of translation and interpretation needs occurs when newly admitted students and their parents/relatives are interviewed by the Assistant Principal during the registration process. At that time, if the Home Language Survey indicates a language other than English, the parents/relatives are seen by our certified ESL teacher who is responsible for all phases of the identification process. If it is determined from these interviews as well as in Part 3 of the Home Language Survey, that translation and interpretation services are warranted, plans are put into place in order to provide these services by pedagogical staff, relatives and friends, parent volunteers, and translation service providers. Critical communications and documents are translated by the Department of Education. Parents are given a copy of the Bill of Parent Rights and Responsibilities. They are also provided with the address of the Department of Education website which gives information in each covered language regarding translation and interpretation services and how to access these services. This all transpires well before the required thirty days.

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.

We have found that most parents do not indicate the need for translations and/or interpretations. We do provide translators during all the Parent-Teacher conferences (day and night) and they are available to those that want/need them. The Parent Coordinator coordinates this process with the parents. Announcements are also made during monthly parent workshops, monthly PTA meetings, and at parent-teacher conferences. During parent-teacher conference, translators are available in the main office, and continual announcements are made on the school's PA system. Some of the specific languages and numbers related to parents who may have translation needs are as follows: Chinese translators for approximately 20 students, Korean translators for 7 students, and Spanish translators for 3 students. We will hire other translators as requested by the parents. All translation and interpretation needs are carefully maintained in ATS and on the student's emergency card. All pedagogical staff who interact with our ELL children are informed by the the school secretarial staff and the ESL teacher

of the need for translation and/or interpretation. Contact information for relatives, friends, and parent volunteers is carefully maintained by the ESL teacher and secretarial staff when it is not on the emergency card.

Part B: Strategies and Activities

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

The Department of Education provides translations of critical communications and documents and this information is distributed at the time of student registration and/or as soon as appropriate and available. School staff and parent volunteers provide translations of general school/classroom information in a timely manner. Translation services are called as needed and teachers and staff are asked to provide the English version of their documents as soon as possible. Relatives and friends are often called upon to explain any information that is not understood. If important written information needs to be communicated, our Parent Coordinator arranges for the services of the Department of Education's Translation and Interpretation Unit.

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.

Important school/ classroom information is communicated to parents by school staff and when appropriate, relatives, friends and parent volunteers. If necessary, translators will be hired on an as need basis. As mentioned earlier, ongoing contact with relatives and friends is a very important resource for keeping parents informed. As stated earlier, any information of critical importance that needs to be translated will be assigned to the Parent Coordinator who will make arrangements with the Department of Education's Translation and Interpretation Unit.

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

The school will fulfill the Chancellor's Regulations A-663 by providing the child's parents with a copy of the Bill of Parent Rights and Responsibilities in the appropriate covered languages. We will post a sign in a visible place in the lobby near the school entrance and also in the main office that indicates the most common covered languages for translation, as well as the availability of translation and interpretation services. The parents will also be provided with an updated list of volunteers they can contact, who will help ensure easy access to the school administration. Parents will also be given the address of the Department of Education's website concerning their right to translation services and how to access this information.