

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

26Q067

School Name:

LOUIS PASTEUR MIDDLE SCHOOL 67

Principal:

ZOI MCGRATH

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 26Q067
School Type: Zone/Screen Grades Served: 6,7,8
School Address: 5160 Marathon Pkwy, Little Neck, NY
Phone Number: 718-423-8138 Fax: 718-423-8281
School Contact Person: Henry Schandel Email Address: hschandel@schools.nyc.gov
Principal: Zoi McGrath
UFT Chapter Leader: Joseph Wieckhorst
Parents' Association President: Jeannette Segal
SLT Chairperson: Zoi McGrath
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Room 129
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718-631-6943 Fax: 718-631-6996

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 205 Network Leader: Joyner Wells, Joanne/Pisacano, Mary

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoi McGrath	*Principal or Designee	
Joseph Wieckhorst	*UFT Chapter Leader or Designee	
Jeannette Segal	*PA/PTA President or Designated Co-President	
Janet Huber	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Barbara Choit	Member/ Assistant Principal	
Janice Cole	Member/ Teacher	
Robert LoCastro	Member/ Teacher	
Charles Sturges	Member/ Teacher	
Kristi Muccini	Member/Parent	
Gregory Mitchel	Member/Parent	
Dina Katz	Member/Parent	
Gerber Contreras	Member/Parent	
Catherine Bealin	Member/Parent	
Debbie Doreste	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

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

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

The Capacity Framework and CEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
 - School strengths, accomplishments, and challenges.
 - The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.
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- Louis Pasteur Middle School 67 (MS 67) is located in the Little Neck/Douglaston area of Queens, New York. The present enrollment is 886 children; 22% are White, 2% are Black, 11% are Hispanic, 63% are Asian, 1% is Multi-Racial, and 1% is Native Americans. We are dedicated to promoting academic achievement by creating a teaching and learning environment that recognizes the unique social, emotional and intellectual needs of young adolescents. We remain committed to providing an excellent education to all students in a caring, nurturing environment. We are proud of the devotion and support each child can expect from our entire staff. We are currently working with different organizations in an effort to further drive instruction and give support to our teachers. We are collaborating with the Alley Pond Environmental Center to develop a Science Technology Engineering and Math (STEM) curriculum where students will solve a real world problem relating to our environment and its social and economic impact on our local community. We have also partnered with the Gilder Lehrman Institute of American History, a non-profit organization devoted to the improvement of history education. They offer continual support and resources to our Social Studies teachers in planning curriculum.
 - Teachers and administrators are committed to giving every individual student a differentiated, academically rigorous education that considers the individual learning styles of each student, preparing them for success in college and careers. The administration's attention to teacher effectiveness promotes deeper and longer lasting learning of our students, and provides a richer educational experience in a culture that instills in them the values of lifelong learning. MS 67 has a strong, positive school culture with high expectations and support for achievement and responsible social behavior, involving many stakeholders-students, teachers, school administrators, and parents. It is our belief that this culture promotes more collegiality, and improves educational outcomes. Our goal of increasing student progress is steeped in aligning all curricula to the Common Core Learning Standards (CCLS) and integrating the instructional shifts with pedagogy. The administration works with the entire school community to enhance understanding of how these shifts impact student learning. The administration takes part in meaningful professional development opportunities provided by our Children First Network (CFN) and The Office of Teacher Effectiveness. The provided information is then turn keyed to all staff members during teacher professional development time. Also, parents are invited to attend workshops that outline the instructional shifts of the CCLS. Additionally, during the forty minute parent engagement block, parents meet face to face with teachers and are provided with strategies for assisting their children to perform at their own personal best. The results of these sessions are evident in the coherence of instruction across grades and subject areas as the school community works to promote college and career readiness for all students. In all classrooms, one can observe the application of high order skills aligned to Webb's Depth of Knowledge as all students, including students with disabilities (SWD) and English Language Learners (ELLs), are engaged in rigorous activities and discussions. One can also observe the principles of a Universal Design for Learning in action as teachers deliver instructional tasks that are differentiated to allow multiple entry points for students to be engaged and express their ideas.
 - For the 2013-2014 school year, 63% of our students met State standards on the New York State English Language Arts exam, with the city average being 27%. The average score in our school was 3.2 out of 4.5. On the New York State Mathematics exam, 72% of our students met State standards on the New York State Mathematics exam, with the city average being 29%. The average score in our school was 3.5 out of 4.5. The average pass rate for courses in math, social studies and science was 99%, with the city average being 91%. Ninety eight percent of our former eighth graders earned enough high school credit in 9th grade to be on track for high school graduation. The city average was 88%. As a goal to increase percentile ranks in both English Language Arts (ELA) and Mathematics, all content areas will focus on targeting the academic success of their lowest third performers. Quarterly, teachers will assess the performance of their lowest third on the quarterly exam. Based on the data, teachers will select and

prioritize the skills each student needs reinforced. During the following quarter, teachers will confer with students weekly on these skills and provide strategies to enhance student learning and performance. For teachers of ELA and Mathematics, the forum during which these target sessions take place is during periods designated for Academic Intervention Services (AIS) or Resource Room instruction; all other content area teachers will incorporate the target sessions during regular instructional periods. Student progress will be documented on the conference log sheet located in student portfolios. By June, 2015, students in the lowest third of performance in all grades will increase by 5-10% in the median growth percentile relative to our peer horizon as measured by the New York State Assessment. In response to the importance that language and vocabulary has in the effects of learning across various content areas, we have developed a system to enhance the student learning of academic vocabulary. Each week, the Literacy Coach distributes a list of five vocabulary words for each grade level that will be introduced in the ELA classes during that week. Teachers in all content areas reinforce those words and teach students how they apply to their specific content areas. The intended goal is to expose students to vocabulary words that can have multiple meanings across academic subjects. Recognizing that these multiple meanings can cause confusion for students, especially ELL students, we immerse all students in the meanings of the words through experience rather than definition. We have seen significant gains since the installment of this goal. The percentage of English Language Learner progress who are in the 75th growth percentile in English Language Arts and Math as outlined in the 2013-2014 School Quality Guide is 69.4%, exceeding 47.5% as stated in the School Quality Guide. In order to meet the Common Core expectations of preparing our students for college and career readiness, our goal is to incorporate the use of learning through complex texts in ELA, Social Studies, and Science on a weekly basis. Teacher practice for selecting a complex text that is differentiated and appropriate for each student's readiness level is to take advantage of such complex text resources as TeenBiz.com and Lexile Analyzer. We believe the systems which have been designed, create multiple opportunities for student success, and our goal will not only enhance the learning and performance of our population categorized in our lowest third of performance, but for all students in our community.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Louis Pasteur Middle School 67 has demonstrated a continuous commitment to providing a rigorous and rewarding educational experience for our students. Over the past few years our school has implemented various programs to help develop our teacher’s classroom practice, in accordance with the Danielson Framework for teaching, and enhance the learning opportunities for our students, by embracing the Common Core Instructional shifts. New York State’s shift to the Common Core Learning Standards requires that students use problem-solving skills, learn new science content, analyze informational texts, and apply thinking skills to address real life problems by integrating science, technology, engineering and math as part of their science and math curriculum. The majority of our students continue to perform above the state averages in New York State Assessments, however, due to the growing state and country wide pressures to prepare our students for the 21st-century global economy, we have identified a need to develop a curriculum that integrates Math, Science, Technology and the Engineering analytical and technical skills necessary to support the innovators of tomorrow. Our Middle School 67 community has already put multiple structures in place to address the common core instructional shifts in ELA and literacy. Each week, teachers infuse literacy and vocabulary building tasks across all content areas and students are routinely required to answer questions and cite textual evidence. Our students engage in ambitious intellectual activities, such as higher order thinking tasks, aligned to Webb’s Depth of Knowledge, at the conclusion of the student activities. In addition, all students identify and track curriculum specific goals, in each of their subjects at the beginning of each quarter, thereby promoting a deeper connection and personal commitment to content and skill mastery. Classrooms are equipped with technology, providing opportunities for student engagement, and the ability to reach diversity in learning styles. Also, students are encouraged to participate in insightful student centered discussions during which learners invite comments from classmates and develop critical thinking skills by respectfully challenging each-others thinking.
- In the 21st century, scientific and technological innovations have become increasingly important. Students also need to develop their capabilities in Science, Technology, Engineering and Math to meet the needs of our society. According to the Common Core Instructional Shift in math, our current math and science curriculum has several deficits:
 1. Our students are missing a deeper understanding of content applications
 2. Teachers in content areas outside of math, particularly science, are not using math to make meaning of and access content.
 3. Students do not have an opportunity to develop their conceptual understanding; students are not able to see math as more than a set of mnemonics or discrete procedures

Apparent gaps between the math and science curriculum may also manifest a lack of student engagement. The

current limitations in our math and science curriculum may be revealed in the 2014 student survey which states that 72% of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school. This is relatively low compared to the city average of 78% and district average of 76% (School Quality Snapshot). Systems are currently in development, and initial implementation stage, that will allow our students the opportunity to engage in rigorous project based learning between the math and sciences. We believe that such curricular adjustments would also enable a more challenging and productive use of student's time.

The solution to the curriculum deficits in the math and sciences would require an investment in developing a rigorous and engaging STEM program that will help address these needs. Priorities to help develop this curriculum would include an additional investment in technology, professional development for teachers, and structural changes such as scheduling cross-curricula meetings between the science and math department.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Science and Math teachers will integrate 20 hours of S.T.E.M. instruction, as part of the Gifted and Talented 8th grade Regents curriculum and consequently increase 8th grade Math and Science Regents exam by 5% from previous year

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
Math and Science teachers will integrate concept mapping strategies, such as thinking maps, once per week during the active engagement portion of the lesson, for SWD, ELL and lowest third population to creatively represent their understanding of new topics.	Classrooms Grades 8	September 2014-June 2015	Administrators, Teachers.
Math and Science teachers will develop 5 online video “flip” lessons collectively, allowing for more class time to support our SWD and ELL population. Additional classwork time will provide opportunities for students to develop content fluency, reason abstractly and quantitatively, model with science and mathematics and construct viable arguments and critique the reasoning of others.	Grade 8 Math and Science teachers.	September 2014-June 2015	8 th grade math and science teachers for the magnet classes.
Math and Science teachers will engage parents by soliciting feedback, regarding the success of the S.T.E.M. curriculum, in the form of parent surveys. Parents will be asked to share views on opportunities for growth during the mid-review curriculum review process.	Grade 8 Math and Science teachers	September 2014-June 2015	8 th grade math and science teachers for the magnet classes.
Science and Math teachers as well as administrators will demonstrate trust by inviting 2 community based	Administrators, Math and	September 2014-June	8 th grade math and science teachers

organizations, such as Alley Pond Environmental Center, to provide additional curriculum resources and support that will enhance student engagement.	Science teachers	2015	for the magnet classes, Administrators
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- STEM Curriculum
- Student Computers
- Classroom SMART Boards
- Community Based Organizations
- Parent Survey

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 the following benchmarks will be monitored and will indicate school progress toward meeting each individual goal:

- Teachers are effectively utilizing the SMART Board as a tool to enhance student engagement, with common practices such as using interactive websites, manipulating graphics and highlighting text.
- Math and Science teachers have collectively developed and implemented 2 STEM Flip lessons.
- Teachers have collaborated and co-created a template parent survey.
- Our school has started a correspondence with 1 community based organization

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- After analyzing the data from our 2013-2014 school survey, over 86% of our students feel safe in their classes and on school grounds.
- Additionally, 76% of students feel that they can go to a trusted adult if they have a problem. However, we noticed that only 55% of our students feel that students treat each other with respect within the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
 By June 2015, there will be a 25% increase (from 55%) regarding how students feel regarding respecting each other on the school survey (student school culture section) by implementing various anti-bullying and internet safety sessions during the course of the 2014-2015 school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
The guidance counselor meets with students in a 10:1 ratio in which he provides students with researched based strategies regarding how to deal with and stop bullying within their school environment. The school also has guest speakers address the students during assemblies.	All students	Sept-June	Grade Advisor, Guidance Counselor, Grade APS
A parent workshop will be provided in which strategies will be discussed and addressed for the ELL and SWD student populations.	All Parents	Mar	SE teacher, ELL teacher
The school provided a HS admission process assembly in which strategies were provided by the Queens Enrollment office regarding how to apply for high schools. The school also hosted an anti-bullying assembly for parents to attend regarding how to notice if their child is bullied or bullying.	All Parents	Sept-June	Grade Advisor, Grade AP
In order to build an environment of trust and safety within our building students are provided with various sessions (Discipline code,	All Students	Sept-June	Guidance Counselor, Grade

Internet Safety, and mediations) in which they understand how to build an environment of trust.			Advisor
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Guidance Counselor schedule
- Grade advisor
- School Psychologist
- Guest speakers
- Anti-bullying/internet safety curriculums
- ARIS/STARS
- NYC Discipline code
- Chancellor’s Regulations
- School Survey 2013-2014
- OORS

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- After examining the mid school survey results and/or mid-year in – house school survey (Smart Response/MimioVote systems), there will be a 20% increase (from 55%) regarding how students feel regarding respecting each other.
- January 2015

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Our school has worked to strategically program teacher and student schedules to allow for open collaboration for teachers on both horizontal and vertical levels. Currently, we are continuing the practice of designating time for teachers to meet with lead department teachers to discuss curriculum planning for all grades within their content. Teachers also continue to meet as “houses” of common students to discuss strategies to meet the needs of individual students and create an action plan for both the school and the home. While best practice has been shared and discussed, and limited opportunities for inter-visitations have been designed, for the 2014-2015 school year we plan to increase those opportunities for teachers to visit each other and experience best practices put into action. To supplement these experiences, we plan to provide teachers with research based texts to further develop their teaching.
- According to our school’s most recent Quality Review from the 2013-2014 school year, under “What the school needs to improve”: *Furthermore, teacher peers are not an integral part of the evaluation process through inter-visits or other structured routines in which teachers can receive support from school leaders in addition to their peers. The absence of these structures hinders the schools ability to maximize the results of the teacher evaluation process.*

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, all teachers will have participated in 24 hours of professional development centered in improving instructional practice through classroom inter-visitations, weekly reflections on teaching, and weekly discussions on researched based text specific to their content area. Progress will be measured through the submission of weekly teacher reflection logs and an increase in MOTP.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Teachers will participate in weekly inter-visitations both within and outside their content area. Teachers will debrief each Monday during the designated Professional Development time to discuss best practices and strategies for working with individual student groups	All classroom teachers	Sept - Feb	Administration

including SWD and ELL. Teachers will memorialize their discussions and reflections in a common inter-visitation reflection log			
Teachers will choose a research based study book within the content area designed to improve teacher practice. Teachers will meet each Monday during the designated Professional Development time to discuss strategies found in the book and how to put them into practice.	All classroom teachers	Sept - Feb	Administration
Members of the SLT will be consulted on implementing best practices and the selection of literature; all parents will have access to jupitergrades to monitor student progress.	All staff and parents	Sep - June	All staff and parents
All staff will demonstrate trust by inviting others into their classrooms, feeling comfortable sharing their own feeling and ideas during discussions, and welcoming participation from the Administration to create a truly collaborative experience.	All classroom teachers	Sep - June	Administration

Part 4 – Resources Needed

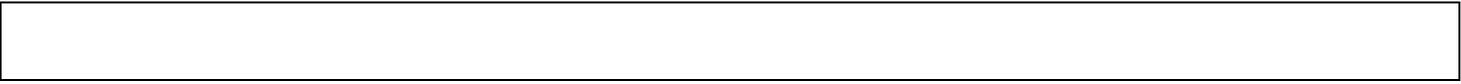
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Teacher inter-visitation schedule that is in alignment with teacher schedules and availability • Observing Teacher and Host Teacher reflection logs • Research based literature • Book club agendas

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Handouts and literature: School Funds 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • All teachers will have participated in 19 classroom inter-visitations and 11 1/3 hours of professional development evidenced in reflection logs indicating next steps for instructional improvement as indicated in the Advance system. Teachers will also have chosen a research based text to study during the months of February 2015 – June 2015. • The timeframe for mid-point progress monitoring is February 2015. 				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- In examining the Summary of Section Changes in The School Quality Guide, the total points earned in the student progress section were 38.0. Our goal is to increase the total points earned in the student progress section of the Summary of Section ratings to 43 points.
- Additionally, data obtained from the measures of teacher practices, thirteen teachers (26% of the teaching staff) received a “developing” overall rating.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By September of 2015, at least 7 teachers (50%) of those who received a “developing” rating will have improved their rating to “effective” .

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Inquiry Based Reading Comprehension Strategies from The Literacy Fusion initiative	6,7,8, grade	9/14- 6/15	Teachers
Vocabulary Strategies from Word Generation	6,7,8, grade	9/14- 6/15	Lead Teachers
Embed <i>Learning for the Common Core</i> into the curriculum	6,7,8, grade	10/14 -6/15	Teachers
Compacting the curriculum			
Student Conferencing logs	6,7,8, grade	9/14- 6/15	Teachers
Quarterly Summary Goal Sheets	6,7,8, grade	11/14 -6/15	Supervisors
Six informal Observations for tenured teachers	Tenured	9/14 -6/15	Supervisors

<p>Eight informal observations for non-tenured teachers</p> <p>Inter class visitations Common preparation time Department book clubs Small group scaffold instruction</p> <p>Cluster professional development for ELL coordinator</p> <p>Cluster and network PD for Special education liaison.</p>	<p>teachers Non-tenured teachers</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Students at academic risk</p> <p>ELL point person</p> <p>Sp. Ed. liaison</p>	<p>9/14 -6/15</p> <p>9/14 – 2/6/15</p> <p>9/14 -6/15</p> <p>2/6/15 -5/29/15</p> <p>9/14 -6/15</p> <p>9/14 -6/15</p> <p>9/14 -6/15</p>	<p>5 Supervisors</p> <p>Supervisors Lead teachers Supervisors Special education teachers, general education teachers Network ELL Coordinator</p>
<p>Academic Differentiated Strategy, Academic performance Strategy, Nonlinguistic Representations, Pre-teaching Vocabulary, RAFT</p> <p>TPR Instruction, short clips from Discovery.com, Scaffolding, picture dictionaries, graphic organizers, Think-A-Louds, Possible sentences, and coding text</p>	<p>Students with Disabilities</p> <p>English Language Learners</p>	<p>9/14 -6/15</p> <p>9/14 -6/15</p>	<p>Teachers, sp. Ed. Liaison supervisors</p> <p>ESL teacher, general education teachers, supervisors</p>
<p>Informative P.T.A Meetings</p> <p>Invitations to parents for special school events</p> <p>Weekly parent teacher meetings on Tuesdays.</p> <p>Transparency of events through monthly calendars and weekly and school messenger</p> <p>Monthly School Leaderships Team meetings</p> <p>Breakfast with the principal</p>	<p>Parents</p>	<p>September 2014-June 2015</p> <p>12/14 -5/15</p>	<p>Secretaries, parent coordinator, teachers, supervisors</p>
<p>Although trust is an intangible, we try to cultivate it by taking the following actions with the following stakeholders :</p> <p>Parents – parent inquiries are responded to within 24 hours and appropriate actions are discussed.</p> <p>Students: Their voices are heard via The School Student Organization, a full time Grade Advisor in addition to the guidance counselor, and student mediation teams.</p> <p>Teachers- Feedback on observations is given within 24 hours. Their success and achievements are always celebrated and their expertise is valued through multiple leadership roles.</p>	<p>Parents, students, teachers, supervisors</p>	<p>September 2014- June 2015</p>	<p>Teachers, grade advisor guidance counselor, parent coordinator, secretaries, lead teachers, supervisors, students</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- All content teachers
- All supervisors
- Advance system
- Schedule
- Reflections
- summary goal sheets
- Rally Education books
- Smart response system
- The following textbooks: How Learning works, Visible Learning for Teachers, Why Won't You Just Tell us the Answer?, Teaching Vocabulary to English Learners, Solving for Why, Science Formative assessment, Teaching

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Contract for Excellence
- Boost Grant, Middle School Arts

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- On or about February first, administration will conduct an evaluation of teacher improvement by reviewing teacher observations; teacher inter visitations and reflection sheet; student quarterly summary sheets; compacting logs, and midyear assessment of student proficiency levels through Fountas and Pinnell reading records and NYS Algebra Regents Common Core Algebra Regents, and NYS Earth Science Regents

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Our school has worked to improve open communication between the school and the families in a variety of forums. Over the last three years we have employed the use of a school wide online grading system that allows parents to view their child’s academic progress, behavior logs, and assignments immediately. During the 40 minute parent engagement sessions, our grade advisor schedules individualized parent teacher conferences for parents of targeted students to meet with all of their child’s content area teachers. We have established ties with the community for research based projects to enhance our STEM program with projects such as investigating environmental changes on climate in partnership with the Alley Pond Environmental Center in Queens.
- According to our most recent School Survey data, only 41% of parents agreed that they have *been invited to an event at your child’s school (workshop, program, performance, etc.* Our goal in response to this data is to increase the number of workshops we provide and work to make all parents feel invited.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will provide the families of our school community with a minimum of 6 workshops as measured by sign in sheets and evidence of the information provided.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Administration and guest speakers to provide workshops including workshops for parents of students with disabilities and English language learners with information on how parents can work with the school to advance the schools mission	All Parents	Sept - June	Administration, guest speakers, grade advisor, parent coordinator, SLT, PTA)
Workshops and events will be advertised through the phone messenger, flyers, Jupiter Grades, and emails.	All Parents	Sept - June	Administration, parent

			coordinator, PTA president, SLT
The school will reach out to the SLT, parents, and community organizations to invite guest speakers to speak at parent workshops on topics relevant to enhancing our school community.	All Parents	Sep - June	School Staff, SLT, community organizations
Parents and school members are free and comfortable to discuss the topics and content of parent workshops	All Parents and school staff	Sept - June	School Staff, SLT, PTA, parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Attendance logs • PowerPoint presentations • Agendas • SLT and PTA minutes • Parent email list • Jupiter Grades

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> • Professional speakers for parents – Contract for Excellence • Staff professional development – CFN support • Handouts and literature: School Funds 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> • Parents will have been offered opportunities to attend a minimum of 3 parent workshops to support their role in the school community as evidenced through handout materials, agendas, and attendance logs. • The timeframe for mid-point progress monitoring is February 2015. 				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Student data that identifies students as being in the bottom third of performance by content area.	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. These strategies include collaborative strategic reading, story webbing, venn diagrams, flipped lesson model, questioning, and interpreting.	Small group (10:1 ratio) instruction	During school hours
Mathematics	Student data that identifies students as being in the bottom third of performance by content area.	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. These strategies include computer assisted instruction, mnemonic devices, manipulative, re-looping, and problem solving instruction.	Small group (10:1 ratio) instruction	During school hours
Science	Student data that identifies students as being in the bottom	Teachers will target students in their lowest third of	Small group (10:1 ratio) instruction	During school hours

	third of performance by content area.	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. These strategies include self-graphing, team-assisted individualization, software assisted instruction, metacognition, critiquing graphs, and visual interpretation.		
Social Studies	Student data that identifies students as being in the bottom third of performance by content area.	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. Strategies include semantic mapping, studying types of context clues, cause and effect charts, concept formation, possible sentences, and vocabulary word maps.	Small group (10:1 ratio) instruction	During school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student data that identifies students as being in the bottom third of performance by content area, teacher/student/parent recommendation.	Supportive counseling, positive peer influence, drug prevention. Strategies include individual and group counseling, crisis management and	Counseling is provided in small group or one-to-one settings as outlined in a student's IEP.	During school hours

		suicide prevention, goal setting, and action planning and implementation,		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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 the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;

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

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

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

School-Parent Compact (SPC) Template

[School name], 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Louis Pasteur Middle School 67	DBN: 26Q067
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school	<input checked="" type="checkbox"/> After school
<input type="checkbox"/> Saturday academy	
Total # of ELLs to be served: 34	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K	<input type="checkbox"/> 1
<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

Louis Pasteur Middle School 67 is located in the Little Neck/Douglaston area of Queens, New York. The school was built in 1956 as a K-9 school; however it has evolved as a middle school with grades 6-8. The present enrollment is 886 children; 22% are White, 2% are Black, 11% are Hispanic, 63% are Asian, 1% are Multi-Racial, and 1% are Native Americans.

Our English Language Learners (ELL) population, which consists of 34 students, is Korean (9%), Chinese (71%), Spanish (12%) and Other (8%). 38% are at the Beginner Level, 24% at the Intermediate Level, and 38% at the Advanced Level as measured by the 2014 NYSESLAT exam. This free-standing ESL program services all grades. Our program consists of mainly departmentalized ESL and content courses that infuse ESL strategies. Our model is pull-out/push-in, where students spend the majority of their day in all English content instruction and are brought together from various classes for English acquisition. Our 1 NYC licensed, NYS certified ESL teacher teaches Language Arts and ESL (Literacy). There are 14 pull-out classes and 11 push-in classes per week. The language of instruction is English. Depending on their NYSITELL and NYSESLAT scores, all intermediate and beginning students are given 360 minutes of instruction per week; advanced students are seen 180 minutes per week, in addition to their regular English Language Arts class.

It is our intent to start a very aggressive after school program through the Rosetta course (a supplemental language program that offers individualized instruction) and direct teacher instruction in a classroom setting, targeting our 34 ELL students in the acquisition of academic language for the statewide exams, and success in the content classes. We want to insure that our struggling ESL students (Newcomer students whose reading grade levels are below 3rd grade) get the proper support in order to succeed. In these after-school classes, The Title III teacher will use many of the strategies utilized by the ESL teacher – bridging, contextualization, reciprocal teaching, metacognition, and most importantly text representation. Research shows that ELLs need to develop academic English skills along with content knowledge to be successful in school. Through effective sheltered instruction in the classroom, the regular, grade-level curriculum is taught to English language learners utilizing the workshop model which make the content concepts comprehensible while promoting the students’ academic English language development (Chamot & O’Malley, 1987; Cradall, 1993, Echevarria, Vogt & Short, 2000.) Federal regulations mandate that all children must be assessed to monitor their progress. Therefore,

Part B: Direct Instruction Supplemental Program Information

our ELL students take all NYC & NYS exams in ELA, Math ,and 8th grade Science. Students here less than 1 year are exempt from ELA State exams, but take the NYSESLAT instead. Since the classes will be given on two different days of the week from 2:30 PM to 4:00 PM for a duration of 25 weeks, the majority of our ELL students should be able to attend each individual class.

This after-school program would begin in mid-November and run for approximately 25 weeks, ending in May. All of the students will work with the Rosetta Stone program 30 minutes per week and then work with the ESL teacher and ELA teacher on skill improvement in a classroom one hour per week. The students will be divided into two groups of similar abilities; therefore the classes will flip/flop on alternate days, utilizing both the ESL teacher and the ELA teacher. The ESL teacher and the ELA teacher will have different duties in the Title III program. The ESL teacher will focus on listening and speaking skills; the ELA teacher will focus on reading skills.

In the after school Rosetta Stone/ELA skills course, one NYC certified English Language Arts teacher will collaborate and co-plan with the ESL teacher and the supervisor, who is a former LOTE/ESL licensed/certified teacher. The English Language Arts teacher will concentrate on reading skills to increase comprehension. The ESL teacher will concentrate on listening and speaking. The students targeted have been in the U.S. for less than two years and are taking the ELA exam for the first time. Both teachers will familiarize the students with the test format, note taking and reading and writing strategies to assist our ELLs to succeed on the exam. The teacher will work with all the students who have been identified as mandated to take the ESL exam.

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

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

Part B: Direct Instruction Supplemental Program Information

make them college and career ready.

Part C: Professional Development

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

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

Begin description here: _____

In compliance with NCLB, the ESL department is trained to analyze and evaluate the NYSESLAT an annual test that measures student progress towards meeting these standards; The NYS English as a Second Language Achievement Test. The ESL and ELA teachers will attend a number of workshops including: "Nuts and Bolts of ELL" a full day program held at Linden Place, Queens, NY, "Brain Research: Keeping ELL's in Mind", a full day program in Manhattan through the DOE, the New York State Association for Bilingual Education Conference in March in White Plains, as well as NYSESLAT Training. NYSESLAT training will be provided by our CFN (or the DOE) and it is usually half-day training. The ESL teacher will turn-key the strategies learned to the teaching staff at department meetings, monthly staff meetings as well as staff development opportunities in our school. Teachers will also receive a one hour refresher training for Rosetta Stone by a representative of Rosetta Stone, in order to utilize it to best serve the needs of each individual child.

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

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Parent Orientations are given throughout the school year. MS 67 offers a "Back to School Night" every September, which gives the parents the opportunity to get an overview of the curriculum, and get the opportunity to meet each subject teacher. Translators are available if the parents need one. Open school week is conducted in November, March and May prior to the Parent/Teacher Conferences. Parents can visit each child's class to see how each one functions. In addition, Parent/Teacher Conferences are held in the afternoon and evening in November and March, and an evening conference will be conducted in May. Again, translators are provided during these conferences as well. Other parent workshops are given on a monthly basis. The four Assistant Principals as well as the Parent Coordinator will facilitate these workshops. They include: "Getting Your Child Off to the Right Start", "Jupiter Grades Workshop", "High School Information Workshop", "Bullying/Cyber-Bullying Workshop", "Common Core State Standards Workshop", "Understanding the ELA State Exam", "Understanding the NYS Math Exam", "ARIS Workshop" and "Study Skills/Time Management Workshop", to name a few. Flyers in different languages will be sent to the parents. Letters (Preferred Language of Parents) and monthly calendars are sent home with the students and a phone messenger calls each child's home every week as well to ensure that the parents are informed about the workshops and other events at school. Parent also have access to their child's grades at all time through Jupiter Grades, an online grading system that is used by every staff member.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	2 Teachers for 3 hr/week each for 25 weeks- (Based on \$50.49 per hour) \$7574.00 One Supervisor for 1 hr/week for 25 weeks (Based on 52.52 per hour) \$1260.00	One ESL teacher and one ELA teacher per session for the after school program. The supervisor will be utilized for one hour per week just for this Title III program.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	.	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	\$116.00	General supply materials such as student handouts, pens, markers, paper, and dictionaries.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	\$2100.00	Rosetta Stone Classroom Version Online-Fixed Term License
Travel	_____	_____
Other	\$150.00	Parent Involvement-Materials and Refreshments for Parent Workshops
TOTAL	\$11, 200.00	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	28			4			4		4	36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 NYSESLAT 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

HLLS, 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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

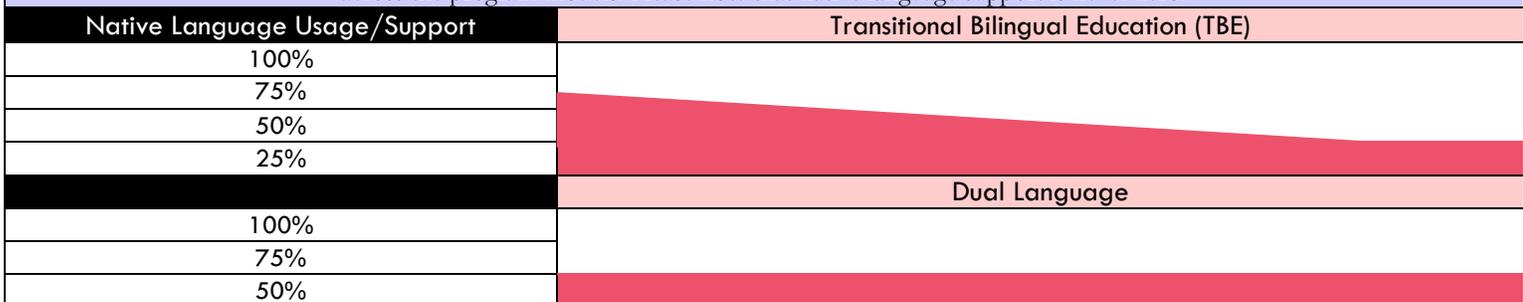
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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.