

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **J.H.S. 067 LOUIS PASTEUR**

Principal: **ZOI MCGRATH**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Middle School School Number (DBN): 26Q067
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: _____
Parents' Association President: Dina Katz, Meghan Rha
SLT Chairperson: Zoi McGrath
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
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

Borough Field Support Center (BFSC)

BFSC: Queens Plaza North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov

Phone Number: 718-391-8222

Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoi McGrath	*Principal or Designee	
	*UFT Chapter Leader or Designee	
Meghan Rha	*PA/PTA President or Designated Co-President	
Janet Huber	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Barbara Choit	Member/ Teacher	
Janice Cole	Member/ Teacher	
Robert LoCastro	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Charles Sturges	Member/ Teacher	
Kristi Muccini	Member/Parent	
Debbie Doreste	Member/ Parent	
Dina Katz	Member/ Parent	
Gerber Contreras	Member/ Parent	
Catherine Bealin	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Louis Pasteur Middle School 67 (MS 67) is located in the Little Neck/Douglaston area of Queens, New York. The present enrollment is 908 children; 24.7% are White, 2.5% are Black, 10.4% are Hispanic, 61.3% are Asian, 0.8% is Multi-Racial, and 0.3% are 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 District Office. 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, our school has made the most progress in building stronger family ties during the forty minute parent engagement block. During this time, 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. A major focus of this school year is to expand these conferences to incorporate elements of increased student ownership through the implementation of student led conferences where students will present and discuss their current goals and work products to their teachers and parents. In all classrooms, one can observe the application of higher 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 2014-2015 school year, 66% of our students met State standards on the New York State English Language Arts exam. On the New York State Mathematics exam, 77% of our students met State standards on the New York State Mathematics exam. 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. As a goal, by June, 2016, 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. 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.

26Q067 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	887	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	26	# SETSS	53	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	19	# Music	24	# Drama	10
# Foreign Language	34	# Dance	11	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.3%	% Attendance Rate			97.1%
% Free Lunch	25.4%	% Reduced Lunch			13.0%
% Limited English Proficient	4.1%	% Students with Disabilities			10.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			2.5%
% Hispanic or Latino	10.4%	% Asian or Native Hawaiian/Pacific Islander			61.3%
% White	24.7%	% Multi-Racial			0.8%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			12.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			8.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	62.7%	Mathematics Performance at levels 3 & 4			71.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			90.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			96.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 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. 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 which will lead to a 5% increase on NYS Math and Science Regents exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>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.</p>	<p>Classrooms Grades 8</p>	<p>September 2015-June 2016</p>	<p>Administrators, Teachers</p>
<p>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</p>	<p>Grade 8 Math and Science teachers</p>	<p>September 2015-June 2016</p>	<p>8th grade math and science teachers for the magnet classes</p>

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 2015-June 2016	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 organizations, such as Alley Pond Environmental Center, to provide additional curriculum resources and support that will enhance student engagement.	Administrators, Math and Science teachers	September 2015-June 2016	8 th grade math and science teachers for the magnet classes, Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • STEM Curriculum • Student Computers • Classroom SMART Boards • Community Based Organizations • Parent Survey 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016 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.
- Science and Math teachers will have integrated 10 hours of S.T.E.M. instruction, as part of the Gifted and Talented 8 th grade Regents curriculum.
- 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After analyzing the data from our 2014-2015 school survey, over 91% of our students feel safe in their classes and on school grounds. Additionally, 78% of students feel that they can go to a trusted adult if they have a problem. However, we noticed that only 61% of our students feel that students treat each other with respect within the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase (from 61%) 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 2015-2016 school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The guidance counselor meets with students in a 10:1 ratio in which he provides all students including SWD and ELL 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.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Grade Advisor, Guidance Counselor, Grade APS</p>

A parent workshop will be provided in which strategies will be provided for parents to guide them on having conversations with their child about bullying and Internet safety.	All Parents	Mar	SE teacher, ELL teacher
The school 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, Internet Safety, and mediations) in which they understand how to build an environment of trust.	All Students	Sept-June	Guidance Counselor, Grade Advisor

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • Guidance Counselor schedule • Grade advisor • School Psychologist • Guest speakers • Anti-bullying/internet safety curriculums • STARS • NYC Discipline code • Chancellor’s Regulations • School Survey 2014-2015 • OORS 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
After examining the mid school survey results in January 2016 and/or mid-year in – house school survey (Smart Response/MimioVote systems), there will be a 12.5% increase (from 61%) regarding how students feel regarding respecting each other.

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 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 2015-2016 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, 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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, all teachers will improve at least 10% in 3C: Engaging Students in Learning as measured through the submission of weekly teacher reflection logs and a 10% increase in 4e: Growing and Developing Professionally.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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. Teachers will debrief each Monday during the designated Professional Development time to discuss best practices and strategies for working with individual student groups including SWD and ELL. Teachers will memorialize their discussions and reflections in a common inter-visitation reflection log.	All classroom teachers	Sept - Feb	Administration
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	Sept - 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	Sept - June	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<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 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 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 2016 – June 2016.

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

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In examining the Summary of Section Changes of our most recent 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 43.0 points.

Additionally, according to data obtained from the measures of teacher practices (MOTP), thirteen teachers (26% of the teaching staff) received a “developing” overall rating for the 2013-2014. Following professional development, modeling from the administration, and lesson specific feedback in Advance centered around 3b: Questions and Discussion, zero teachers received a “developing” overall with 95% of teachers receiving a rating of “effective” on MOTP and 5% (2) teachers receiving a rating of “highly effective” on MOTP for the 2014-2015 school year. Our goal is to increase student progress by continuing this trend of building teacher effectiveness towards a higher percentage of teachers who are highly effective in the 2015-2016 school year.

In order to achieve this goal, the school leadership will focus professional development, modeling, and feedback around 3C: Engagement. Specifically, school leaders will work to enhance teacher practice in transferring ownership to students as a practice of enhancing engagement and learning.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By September of 2016, at least 9 teachers will receive a final rating of highly effective on their MOTP as a result of lesson specific feedback, modeling, and professional development provided by the administration anchored in 3C: Engagement and transference of ownership to students. Additionally, student progress will net a 5 point gains in the Summary Section in the following School Quality Guide.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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 promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Inquiry Based Reading Comprehension Strategies from	6,7,8, grade	9/15- 6/16	Teachers
The Literacy Fusion initiative	6,7,8, grade	9/15- 6/16	Lead Teachers
Vocabulary Strategies from Word Generation	6,7,8, grade	10/15 -6/16	Teachers
Embed Learning for the Common Core into the curriculum	6,7,8, grade	9/15- 6/16	Teachers
Compacting the curriculum	6,7,8, grade	11/15 -6/16	Supervisors
Student Conferencing logs	Tenured teachers	9/15 -6/16	Supervisors
Quarterly Summary Goal Sheets	Non-tenured teachers	9/15 -6/16	5 Supervisors
Six informal Observations for tenured teachers	All teachers	9/15 -6/16	Supervisors
Eight informal observations for non-tenured teachers	All teachers	9/15 – 2/6/16	Supervisors
Inter class visitations	All teachers	9/15 -6/16	Lead teachers
Common preparation time	Students at academic risk	2/6/16 -5/29/16	Supervisors
Department book clubs	All teachers	9/15 -6/16	Special education teachers, general education teachers
Small group scaffold instruction	ELL point person	9/15 -6/16	Borough ELL Coordinator
Borough/District PD for ELL coordinator	Sp. Ed. liaison		
Borough/District PD for Special education liaison			

<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>9/15 -6/16</p> <p>9/15 -6/16</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 2015- June 2016</p> <p>12/15 -5/16</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>September2015- June 2016</p>	<p>Teachers, grade advisor guidance counselor, parent coordinator, secretaries, lead teachers, supervisors, students</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • All content teachers • All supervisors • Advance system • Schedule

- Reflections
- summary goal sheets
- Rally Education books
- Smart response system
- Text: Rethinking Homework, Best Practices That Support Diverse Needs

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

On or about February first, administration will conduct an evaluation of teacher improvement by reviewing teacher observations with at least 9 teachers on pace to finish with a highly effective rating on MOTP; 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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- Our 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.
- During the 2014-2015 school year, only 68% of parents attended scheduled parent teacher conferences. Our goal in response to this data is to facilitate student led conferences with the theory that parents will increase attendance rate to support their child in the work they have done to prepare for the meeting.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 15% increase in parent attendance at student led conferences as measured by staff attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Administration will provide teachers with research based professional development on conducting student led conferences. ELA teachers will transfer the protocol to students and prepare them for student lead conferences (SLC) to promote student ownership of their work.</p>	<p>All Parents</p>	<p>Sept - June</p>	<p>Administration, teachers, students</p>
<p>The grade advisor along with each house supervisor will identify and target students in the bottom 3rd of performance, SWD, and ESL students to schedule SLC with their parents and house of teachers.</p>	<p>All Parents</p>	<p>Sept - June</p>	<p>Administration, grade advisor, teachers, students, parents</p>
<p>Parents will be receive a formal invitation to support and celebrate the work their child has done to prepare to lead their conference. Parents will receive a formal thank you letter from their child for attending.</p>	<p>All Parents</p>	<p>Sept - June</p>	<p>Students, teachers, administration</p>
<p>Parents, students, and school members are free and comfortable to discuss the topics and content of SLC.</p>	<p>All Parents and school staff</p>	<p>Sept - June</p>	<p>School Staff, SLT, PTA, parent coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Student portfolio</p> <p>Video of model SLC with protocol</p> <p>Conference schedule by house</p> <p>Student generated thank you letter</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, we will have seen a 7.5% increase in November parent teacher conferences

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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	Small group (10:1 ratio) instruction	During school hours

		include computer assisted instruction, mnemonic devices, manipulative, re-looping, and problem solving instruction.		
Science	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. These strategies include self-graphing, team-assisted individualization, software assisted instruction, metacognition, critiquing graphs, and visual interpretation	Small group (10:1 ratio) instruction	During school hours
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	Small group (10:1 ratio) instruction	During school hours

		<p>various textbooks, online resources,</p> <p>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.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Student data that identifies students as being in the bottom third of performance by content area, teacher/student/parent recommendation.</p>	<p>Supportive counseling, positive peer influence, drug prevention. Strategies include individual and group counseling, crisis management and suicide prevention, goal setting, and action planning and implementation,</p>	<p>Counseling is provided in small group or one-to-one settings as outlined in a student's IEP.</p>	<p>During school hours</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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

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, 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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) 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, School Quality 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Louis Pasteur Middle School 67</u>	DBN: <u>26Q067</u>
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: <u>34</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

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, 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

Part B: Direct Instruction Supplemental Program Information

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 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

Part C: 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 stratgies 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
- 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 	<u>2 Teachers for 3 hr/week each for 25 weeks- (Based on \$50.49 per hour) \$7574.00</u> <u>One Supervisor for 1 hr/week for 25 weeks (Based on 52.52 per hour) \$1260.00</u>	<u>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.</u>

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.
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. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$116.00</u>	<u>General supply materials such as student handouts, pens, markers, paper, and dictionaries.</u>
Educational Software (Object Code 199)	<u>\$2100.00</u>	<u>Rosetta Stone Classroom Version Online-Fixed Term License</u>
Travel	_____	_____
Other	<u>\$150.00</u>	<u>Parent Involvement-Materials and Refreshments for Parent Workshops</u>
TOTAL	<u>\$11, 200.00</u>	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Zoi McGrath	Assistant Principal Barbara Choit
Coach Charles Sturges	Coach Joseph Wieckhorst
ENL (English as a New Language)/Bilingual Teacher Mariann Scoufaras	School Counselor Jerard Armstrong
Teacher/Subject Area Robert LoCastro	Parent Donna Monaco
Teacher/Subject Area Janice Cole	Parent Coordinator Jenny Cho
Related-Service Provider Jennifer Kong, SBST	Borough Field Support Center Staff Member
Superintendent Danielle Guinta	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	929	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	3
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	22	1	1	2		2				0
Total	0	0	0	0	0	0	0	0	0	0

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

**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

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1		1					0
Emerging (Low Intermediate)							1	2	1					0
Transitioning (High Intermediate)							2	1						0
Expanding (Advanced)							1	1	4					0
Commanding (Proficient)							5	4	7					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							4	3	3					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1	0	0	1	0	0	0	4	0
7	0	0	0	0	0	1	0	1	0
8	0	0	0	3	0	2	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Early literacy skills are assessed through the NYSITELL. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns across proficiency levels and grades on the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
 We use the AMAQ 1 tool to measure the percentage of students making progress in English based on the NYSESLAT exam. For the 2015 NYSESLAT exam, 85% of our students advanced one level. It also shows us the number of students attaining English language proficiency by the end of each school year. This allows for accurate programming of students and helps us target what needs to be taught. The AMAQ 2 shows that 60% of our students scored proficient on the NYSESLAT exam.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 Not all tests are afforded to the students in their native language. We do give students tests in their native language if the class lends itself to doing it. 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 MOSL assessments in each of the four content areas

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 across all content areas, including the arts.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Not Applicable

6. How do you make sure that a student's new language development is considered in instructional decisions?
In all subject areas, the classroom teacher is informed of the ENL population in his/her classes. Suggestions are made to the classroom teacher by the ENL 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 ENL teacher leads a discussion as to best serve the needs of the ENL students. The ENL teacher also meets with other content area teachers on a continual basis to make sure the students are adapting and learning. 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

There are four steps in this process and placement into the ELL program will be chosen by the parent. This information is completed within 10 school days. First, MS 67 administers the Home Language Identification Survey to determine the student's home language as part of general intake procedures. This includes an interview with the student and parent in English and the home language. Our Assistant Principal, Mrs. Choit is fluent in Spanish; our Parent Coordinator, Mrs. Cho is fluent in both Chinese and Korean. We do utilize over-the phone interpretation services if needed through the Translation and Interpretation Unit. Our ELL Coordinator, Ms. Scoufaras, a licensed ENL teacher completes the HLIS with the parent and enters the information into ATS. Ms. Scoufaras, the ENL teacher and Mrs. Choit, the Assistant Principal will administer a more detailed interview with the student, review his/her school work/report cards (if available), review the IEP if there is one, in order to determine NYSITELL eligibility. The ENL teacher administers the NYSITELL exam to the student within the ten day testing window. If the HLIS responses indicate a home language of Spanish and who are newly identified as an ELL based on the NYSITELL results, the Spanish LAB-R will be administered during the same 10 day testing window. The Spanish LAB is administered by our Assistant Principal, Mrs. Choit, who is a fluent Spanish speaker. If the child has an IEP and his home language is not English, the Language Proficiency Team (LPT) will determine the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, the administration of the test will proceed. If the LPT determines that the NYSITELL should not be administered, the determination will go to the Principal, Mrs. McGrath. The Principal's determination is sent to our Superintendent for review. The Parent/Guardian is notified within three days of the decision.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

MS 67 begins to determine SIFE status at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow the same steps to identify an ELL. If there are indications within the process that a student has had interrupted/inconsistent formal schooling, an oral interview questionnaire is then administered. If a student has a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy for Newcomer SIFE (LENS) is administered. Initial SIFE status will be indicated in the DOE's data collection systems (ATS) no later than 30 days from initial enrollment on the BNDC screen in ATS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

An IEP team will determine a student's eligibility for special education services and the language in which the special education programs are delivered. If the child has an IEP and his home language is not English, the Language Proficiency Team (LPT) will determine the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration of the exam will proceed. ELLs who are also students with disabilities will receive accommodations that apply to both ELLs and SWDs, as appropriate. ELLs with disabilities will also take the NYSESLAT exam and may use the test modifications and accommodations as stipulated on their IEP. RTI approached will be applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. The Language Proficiency Team works together to ensure that the ELL student receives his mandated services according to the IEP. The Language Proficiency Team consists of the parent/guardian, Ms. Scoufaras, the ENL teacher, Ms. Brogna, A Special Education teacher, Ms. Choit, Assistant Principal and fluent Spanish speaker, Ms. Cole, Spanish teacher and Mr. Sturges, English teacher and ELA Coach. Mrs. Cho, the Parent Coordinator serves as a Chinese/Korean translator if needed. Interpretation for parents will be provided in every language. Once a determination is made, the parent/guardian is notified within three days of the decision. The parents/guardians have twenty days to accept or reject the LPT recommendation. ELLs are placed immediately into the ESL class if recommended by LPT Team unless the parents reject the decision or student tests out of the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within five school days of ELL determination, MS 67 informs parents/guardians of the results of the NYSITELL as well as ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language) which have been downloaded. Ms. Scoufaras, the ENL teacher distributes the letters to the students. A copy is mailed home to the parents/guardians as well. Three types of letters are utilized: 1. An entitlement letter, 2. A non-entitlement letter, and 3. A continued entitlement letter. These letters are mailed home to the parents/guardians. Dated and signed letters are kept in the student's cumulative folder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parents are informed in writing (in English as well as in the child's home language) that they have the right to appeal ELL status within 45 days of enrollment.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
The three program choices are discussed at a parent orientation for newly enrolled ELLs. Parents will be provided interpretation services if needed. They watch the Parent Orientation Video that explains the three program options. Laptops are available to the parents and they can watch the video in the language of choice. The ELL teacher, Parent Coordinator, Assistant Principal, and a teacher are all present at this orientation. During the orientation, we provide information on the Common Core Learning Standards, curriculum, assessments and school expectations for ELL learners. We review again the three program choices, answering any questions the parents might have and making sure they understand they have parental choice as to which program they want their child to participate in. We provide the parents with a Parent Survey & Program Selection Form where parents indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. A phone call is made within the five days, making sure they return the form within the time frame and answer any questions they might have. If a survey is not returned, the child is placed in a Freestyle ENL class as this is what the school offers. If parents have previously chosen a TBE/DL class and the class becomes available, we will notify the parents that the class is now available and they have the opportunity to place their child in their original first choice class. If the parent requests translation services for the orientation session, we will first ask our teachers to interpret. If the language is not spoken by any of our teachers, we will call the Translations and Interpretations Unit and use their interpreters over the phone.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
We provide parents with a Parent Survey & Program Selection Form, in their home language, where parents indicate their program choice. They must return the completed and signed form within 5 school calendar days. The ESL teacher, Ms. Scoufaras is responsible for keeping accurate records of the complete forms. A phone call is made within the five days, making sure they return the form within the time frame and we answer any questions they might have. If the form is not returned, the student will be placed in freestanding ENL, because we do not have a bilingual program. If parents have previously chosen a TBE/DL class and the class becomes available, we will notify the parents that the class is now available and they have the opportunity to place their child in their original first choice class.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school documents all attempts to gather the initial parent selection preference. Ms. Scoufaras is responsible for sending the letters home, in the parent's requested language. Ms. Scoufaras sends the letters home with the student as well as mailing the letters home. We make multiple attempts to contact the parent via phone, email, and certified letters, in their preferred language are sent

home if necessary. Ms. Scoufaras collects all letters from the parents. This information is kept in the student's folder in the main office. Ms. Scoufaras keeps a copy for her records in her student's folders.

9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are printed in both English as well as the student's home language. They are personally given to the student by Ms. Scoufaras to bring home and copies are also mailed to the home address.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All original documentation is kept in the each child's folder. All copies are kept by the ENL teacher Ms. Scoufaras. She is responsible for maintaining accurate records for each ENL student. Ms. Scoufaras and the Assistant Principals Ms. Choit, Mr. Rizzo, Mr. Lampoutis and Mr. Schandel have access to ELL documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the spring, all identified ELL students are given the NYSESLAT exam in all four modalities.; speaking, listening, reading, and writing. All ELLs taking the NYSESLAT are checked through ATS reports, such as the ELPC and BNDC screens. The ENL teacher, Ms. Scoufaras administers the exam. Ms. Choit the assistant principal administers the speaking portion of the exam. All four sections must be administered in order to generate a valid score and proficiency level/result. Administration guidelines are strictly followed; the first few weeks are devoted to the speaking section. The last two weeks are devoted to the other three sections.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
These letters (both in English and the student's home language) are personally given to the child and a copy is sent home. This information is documented and kept in the child's folder. The ENL teacher, Ms. Scoufaras is responsible for these letters.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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. The data to support this is found on ATS on the BNDC screen. ELL parents have continually rejected Transitional Bilingual and Dual Language programs. This year, our ESL caseload of 24 students, reflects a parent choice of ESL self-contained classes and teacher push-in of major subjects based on their ELL status.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
MS 67's ELL program is an English immersion pullout/push in program that adheres to the new state mandated guidelines. All ELL students are mixed heterogeneously by class and grade. The entering and emerging students are pulled out for 180 minutes with the ELL teacher. All levels are also seen in an integrated class with the ELL teacher and a general education teacher (ELA, Science, or Social Studies) for 180 minutes according to the schedule and level.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Emerging and emerging ELL students will receive 180 minutes in stand alone ENL and 180 minutes of integrated ENL. Transitioning and expanding ELLs will receive 180 minutes in integrated ENL. Commanding students will receive 90 minutes in integrated ENL.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

MS 67 is committed to academic rigor through a challenging curriculum which reflects the Common Core Learning Standards. ELLs acquire 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 are 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 across all content areas. The ELA Department utilizes the Expeditionary Learning Modules for Grades 6, 7, and 8. The Social Studies Department uses the textbook and materials for Grade 6 entitled: "Eastern Hemisphere" by Holt McDougal. Grade 7 uses the Holt McDougal textbook entitled "US History and New York History: Beginnings to 1877". The 8th grade Social Studies textbook is "United State History: Post Civil War to the Present" by Holt McDougal. For Mathematics, Grade 6 and 7 uses the CMP Program; for Grade 8, they use the Pearson textbook entitled "Algebra I". For Science, the 6th and 7th grade uses the Glencoe textbook "New York Science". Our eighth graders take either Regents Earth Science or Biology. The textbooks used are "New York Earth Science/Physical Setting" or "New York Biology-Living Environment". All work across all content areas is either translated or modified, depending on each student's proficiency level. 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. Teachers also offer extra help to all ELL students as well.

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

Spanish-speaking children are evaluated on the Spanish LAB R, after the NYSITELL 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 are conducted with new arrivals the day of registration, and later during individual Parent/Teacher conferences conducted throughout the year. These conferences give needed information on each student, and school performance in their homeland. These interviews can also indicate the language performance of the 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. Each modality is assessed formally and informally. This can be done using tests, quizzes or writing assignments. To assess the speaking aspect, students are assessed verbally. The listening section is tested with comprehension questions using read alouds or a conversation. The writing modality is tested through writing assignments. The reading modality is assessed by having students read a passage and then answer comprehension questions.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Currently, MS 67 only has one SIFE student. The education plan for this student targets instruction in all four modalities and 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 two 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. As per CR Part 154.2, all Former ELLs are serviced for up to two years. They are serviced through push-in classes.

All ELL students receive the same testing accommodations. They are given one and a half hours on exams, along with glossaries or translated versions of the exam when applicable.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The school will initiate a review of ELL status determined upon the receipt of a written request from a student's parent/guardian, a student's teacher. The process is as follows:

1. The school receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School (the committee) reviews all documents related to the initial or reentry identification process detailed above.
3. School (the committee) reviews the student's work in English and in the home language.
4. School (The ELL teacher) may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School (the committee) consults with parent or guardian.
6. School (the committee) conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate special education staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal, Mrs. McGrath, determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the Mrs. McGrath's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent, Ms. Guinta to the principal, Mrs. McGrath, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6 and 12 months (from the date of the superintendent Guinta's notification to Mrs. McGrath, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member, Ms. Mariann Scoufaras, a licensed ELL teacher in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been

adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

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. MS 67 does not offer a bilingual program. If the IEP mandates a bilingual program, the student will be re-assigned to a school that offers a bilingual program.

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. The language of instruction is English. The students are in heterogeneous classes. However, entering and emerging students are seen in a pull out class in addition to push in classes. Instructional strategies include the Reading/Writing Workshop Model as sanctioned by Teachers College of Columbia University. Entering and Emerging students study a minimum of 8 ESL. Transitioning and Expanding students study ESL 4 periods a week as part of an integrated ESL program. The Commanding students will receive integrated ESL at least 2 period a week. The Assistant Principal, Parent Coordinator and ESL Coordinator review all ELL students' proficiency using data obtained from ATS. All students are then programmed for the required amount of ESL following the mandate of state compliance rules.

The classes are heterogeneous but graded. However, entering and emerging students will receive stand-alone ESL classes. As stated above all students are receiving the mandated amount of instructional minutes in ESL.

Newcomers represent 87.5% of the ELL population. 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.

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 ENL department is under the direct supervision of the Assistant Principal in charge of the Social Studies department.

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

ELL-SWDs are seen properly depending on their proficiency level. In order to place these ELLs in the least restrictive environment, they are placed in heterogenous classrooms and the ESL teacher will either push-in or pullout the student depending on their level. The school's special education teachers have received professional development for working with ELLs, specifically ELLs with disabilities. The child's ENL teacher and special education teacher work together to create targeted instruction for these specific students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



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

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

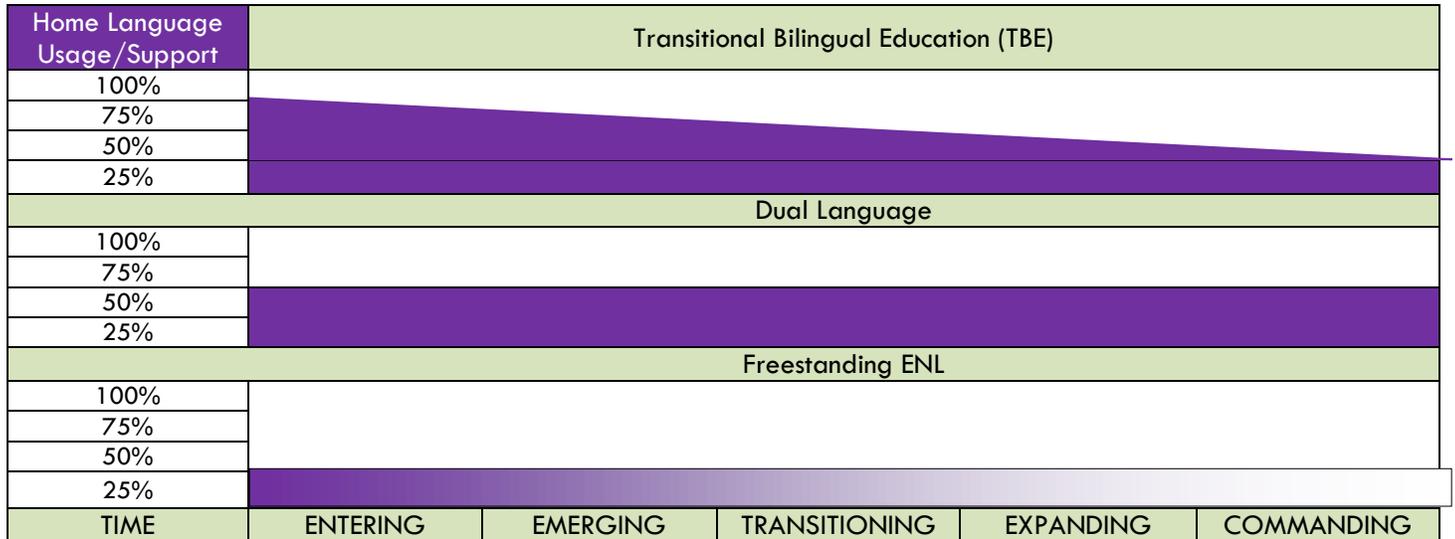


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

Our ESL program is a pull-out/push-in program servicing children in grades 6-8, 5 classes per day, 5 days per week. (7 pull-out classes and 18 push-in). The language of instruction is English. The program model is heterogeneous. However, Entering and Emerging students are seen in pull-out classes 4 times a week along with push in classes in ELA 4 times a week. Transitioning, Expanding and Commanding students seen 4 times a week as push-ins in their ELA, Science or Social Studies classes. The Assistant Principal, Parent Coordinator and ENL Coordinator review all ELL students' proficiency using data obtained from ATS. All students are then programmed for the required amount of ENL following the mandate of state compliance rules. Students receive glossaries and dictionaries for each subject. In ELA, Math, Social Studies, and Science, students are provided with native language materials as appropriate, scaffolded materials, leveled readings, dictionaries and glossaries, vocabulary re-enforcement, to name a few. The ELL teacher and ELA, Science, Social Studies, and Math teachers co-plan to ensure that ELL students understand the subject material. The ELL teacher as well as the content teachers will give extra help to ELL students to ensure comprehension. The Rosetta Stone program is utilized as well in the student's native language. Students take exams (formal and informal assessments) in all content areas and the data from these exams are continually evaluated to ensure intervention effectiveness.
11. 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 ENL program seems to be meeting the needs of our ELL population. This year more than half of our eligible ELLs are on the Entering and Emerging levels of the NYSITELL, 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 Entering or Emerging 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 Transitioning and Expanding Level students are performing adequately in the classroom, 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 the Commanding level.
12. What new programs or improvements will be considered for the upcoming school year?

This year, with the compliance of the New York State regulations, commanding students will be seen and serviced as push-ins in their classes.
13. What programs/services for ELLs will be discontinued and why?

No programs at the present time are being discontinued.
14. 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. Teachers offer extra help to every student during lunch periods as well. The school invites ELLs to participate by translating the information about these programs for the students. ELL are mainstreamed with the other students to fully participate in all the talent classes that the school offers. ELLs are automatically programmed for these classes.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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 (Expeditionary Learning) on descriptive writing, reading a variety of genres with written responses, author studies, etc. All 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. Spanish, Korean and Chinese students are offered books in their language to help for translation purposes. Technology is an integral part of the curriculum and in addition to whole class instruction, the school library has computers available for student research and written reports, etc. The students use the Rosetta Stone Program, which is offered in their home language, in particular.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.

17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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. ELL parents are also seen regularly throughout the year during the Parent Engagement time on Tuesday afternoons. The ESL teacher and parent coordinator are involved in planning these activities.
19. What language electives are offered to ELLs?
For Expanding and Commanding level students, Spanish as a foreign language is offered.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

This plan is based on educationally sound ideas such as enhancing student performance, increasing verbal interaction among ELL's, contextualizing language during instruction, reducing student anxiety, and getting learners actively involved in the classroom, to name a few. All ELL personnel attend weekly professional development sessions at MS 67, that cover a myriad of topics relevant to improving student progress and student well-being. The ELL teachers attend ELA, Math, Science, and Social Studies meetings, where student progress and assimilation are discussed and strategies are implemented to help every learner succeed both academically and emotionally. During professional development sessions on Mondays, the ELL teacher, Ms. Scoufaras gives professional development sessions to the staff which includes the assistant principals, subject area teachers, paraprofessionals, guidance counselors, the SBST team, special education teachers, the occupational therapist, the speech therapist, the secretaries, and the parent coordinator on a variety of topics such as: differentiated instruction for ELLs, assimilation techniques to help our ELL students, language acquisition techniques for ELLs, TPR instruction, and scaffolding techniques, ELL success in the middle school, to name a few.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers are encouraged to log on on 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. Additionally, the Queens borough offers courses that could be adapted to ELL students. The ELL teacher has attended NYSESLAT and NYSITELL training, the ELL teacher has attended the LOTE Conference and went to workshops targeting language development and assimilation techniques for ELLs, integrating language and content, and co-teaching strategies during the conference. The ELL teacher has also attended thinking map training and CR-154 training. In the past, Teacher's College came to the school on a weekly basis to train the staff, including our ELL teacher, on reading and writing techniques for middle school children, including ELLs. Additional staff development takes place at faculty conferences, department meetings and during PD sessions administered by the school's district/borough. There are opportunities for the ELL teacher to plan collaboratively with other departments, in particular the ELA department. This allows the ELL teacher to plan accordingly, so as to clear up any new vocabulary or concepts, which might prove difficult for entering and emerging students. During staff development sessions, the ELL teacher is able to identify skills and strategies that can be implemented by the mainstream teachers. The ELL teacher also provides at least 15 % of all professional development training throughout the year for all teachers and staff. The ELL teacher will receive 50% of her professional development in relation to ELL services such as co-teaching strategies, integrating language and content. Records of Professional Development/ESL Training are stored in the office of the Assistant Principal. They are continually updated and maintained.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ESL teacher attends monthly liaison meetings with schools in our district, and speaks to the other liaisons about the students who will be articulating into our school in September. During staff orientation in September, the ESL teacher meets with staff members and reviews NYSESLAT progress for all ESL students in the middle school and turnkeys the data and information about the incoming ESL students. She explains to them what skills, strategies, etc. each student needs in order to be successful in middle school. Throughout the year, the ESL teacher continually articulates with the entire staff to assess the students' progress and continually analyzes data. In June, the ESL teachers meets with the feeder high school guidance counselors to discuss the progress and needs of our ESL students as they transition to the high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

MS 67 provides professional development to all teachers that addresses the needs of ELL's. Professional development hours include at least 15% of the required professional development hours for all teachers prescribed by CR Part 80 that include focusing on best practices for co-teaching strategies, language acquisition, and integrating language and content instruction for all ELL's. ENL teachers will receive a minimum of 50% of the required professional development hours dedicated to language acquisition aligned to core content instruction, best practices for co-teaching strategies, and integrating language and content instruction to all ELL's.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Annual individual meetings with parents of new students are held in the Spring. ELL students who attended MS 67 last year, will have a meeting scheduled in the fall to discuss the results of the NYSESLAT exam as well as placement for the Fall classes. The ELL teacher, the Assistant Principal, the content area teachers, and the Parent Coordinator are included in the meeting. Letters are sent (in English as well as in the child's home language) home notifying the parent of the date and time of the scheduled meeting. At the meeting, the child's progress is discussed in detail, and relevant data is explained as well. Each teacher will talk about the progress made in his/her subject area, language development needs and next steps for improvement. Our Parent Coordinator, Mrs. Cho is fluent in both Chinese and Korean. Mrs. Choit, the Assistant Principal, is fluent in Spanish. If other languages are involved, the school will make sure an interpreter/translator is present/phone conference.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All in-person meetings with parents, teacher outreach to parents, phone call logs, phone conferences and parent meeting attendance are kept in each student's cumulative folder that is kept in the ESL office for safekeeping.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
MS 67 does offer monthly workshops to parents on pertinent issues/concerns at MS 67. These include workshops such as "Parent Orientation-Back to School Night", "Starting Off Right", "Breakfast With the Principal" "Navigating the High School Application", "Citywide Behavioral Expectations", "Parents as Literacy Partners-Reading and Writing", "Organizational and Study Skills for Parents and Students", "Preparing Your Child for the NYS ELA Exam", "Preparing Your Child For the NYS Mathematics Exam", to name a few. The PTA also sponsors parent student activities such as ice-skating night and bowling night, which helps to foster parent involvement. ELL parents can take part in these activities. Our parent coordinator, Ms. Cho and Ms. Scoufaras, our ELL teacher, contacts parents about these workshops and activities and speaks to them in their native language, encouraging them to be active participants. Over the phone translations are available if needed. Mrs. Choit, the Assistant Principal, speaks fluent Spanish and our Parent Coordinator, Ms. Cho, is fluent in both Korean and Chinese. They attend the workshops to provide support to parents as well as translations, if needed. If more translators are needed, we will hire them to come to our school for these workshops. Documents distributed to the parents are in the native language of our ELL population.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
In the past, our network provided workshops for parents. It is our belief that our district will now provide workshops throughout the school year. 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. We do distribute flyers and information to parents regarding upcoming workshops.

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

When newly admitted students enter the school, Mrs. Cho, the parent coordinator, reaches out to the parents. If they speak Korean or Chinese, she is able to speak to them in their native language. If the parent is Spanish-speaking, Mrs. Choit will speak to the parent in Spanish during registration. Of they speak English, there will not be any problem with the language. We offer an orientation session spearheaded by our ELL teacher. Mrs. Choit and Mrs. Cho attend the session and provide translations in Chinese, Korean, and Spanish. If other languages are needed, we will get translators. In speaking to parents, we evaluate their needs and take action as appropriate. We take attendance at all workshops and make personal phone calls to parents, making sure the workshops were relevant to them. We also make phone calls, encouraging parent participation and send surveys asking what workshops the parents would like us to initiate. We make every effort to accommodate parents and will provide oral translation and written translations as needed.

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

We believe the relevant workshops address the needs of parents with teenagers and continually make a concerted effort to involve them in all activities. We also reach out to parents via Mrs. Cho, the parent coordinator and will offer workshops on topics suggested by parents. We encourage all parents to participate, with Mrs. Cho, our parent coordinator, reaching out to them to make them feel welcome. We will provide over the phone translations if needed as well. We reach out by phone, and send emails if provided with email addresses. We send flyers home translated in the native language as well. Translators will attend the workshops (Mrs. Choit-Spanish, Mrs. Cho- Korean and Chinese) and if necessary, we will hire translators for other languages.

D. Additional Information

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

Not Applicable

School Name: Louis Pasteur Middle School 67

School DBN: 26Q067

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zoi McGrath	Principal		10/26/15
Barbara Choit	Assistant Principal		10/26/15
Jenny Cho	Parent Coordinator		10/26/15
Mariann Scoufaras	ENL/Bilingual Teacher		10/26/15
Donna Monaco	Parent		10/26/15
Robert LoCastro	Teacher/Subject Area		10/26/15
Janice Cole	Teacher/Subject Area		10/26/15
Charles Sturges	Coach		10/16/15
Joseph Wieckhorst	Coach		10/26/15
Jerard Armstrong	School Counselor		10/26/15
Danielle Guinta	Superintendent		10/26/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q067**

School Name: **Louis Pasteur Middle School 67**

Superintendent: **Danielle Guinta**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 ELL 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. Parents are required to complete blue cards every year and the required information is kept in a file cabinet in alphabetical/class order in the main office. These cards can be accessed at any time. We can also access the Preferred Language Report in ATS which tells us the parent's preferred language. This information is important to us. Our ELL teacher collects data through the Parent Survey which is given after the orientation meeting.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents preferred languages are: Chinese, Korean, Spanish and English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents include: Bill of Parent Rights and Responsibilities- September, Parent-Teacher Conference Flyer- November, Back to School Night Flyers-September, After School Program Flyers-whenever necessary throughout the year, Parent Workshops Flyers- whenever workshops are given throughout the year, New York State ELA and Math testing schedules- March, Regents Schedules (Algebra, Earth Science- LOTE, and Living Environment-May- when NYS Regents Schedules are posted), PTA monthly information-every month, Cell Phone Policy-September, Discipline Code Booklets-September, School Trip Information-as needed. Mrs. Cho, our Parent Coordinator will translate Korean and Chinese documents as needed. Mrs. Choit will translate Spanish documents as needed. We utilize the DOE website that contains some translated documents and we download the languages as needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

.Back to School Night-September, ESL Parent Orientation- continually throughout the year, PTA Meetings every month, Parent Teacher Conferences (November, March, May), Parent Meetings every Tuesday- with content teachers, Meet the Principal meetings for every grade-continually throughout the year, High School Information Session-October, ELA and Math Parent Workshops-April, Parent Coordinator Monthly Workshops throughout the year, School psychologist, social worker, guidance counselor meetings as needed throughout the year, school safety meetings-once a month throughout the year, School Leadership Team meetings throughout the year, school play-March, Night of the Arts- December and May, Eighth Grade Awards Ceremony-June, Arista Assembly-June, Service League Assembly-June, Student Organization Induction-November, Graduation-June, to name a few.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our Parent Coordinator is multi-lingual-she speaks Korean and Chinese fluently, and does provide in person translations as well as interpretations of documents in both languages. We have a number of fluent Spanish speakers, including our Principal, Mrs. McGrath, Assistant Principal, Mrs. Choit, and four Spanish teachers. They provide in person translations as well as interpretations of documents. If needed, we do contact the Translation and Interpretation Unit. We do download already translated documents from the DOE website.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

MS 67 will meet all interpretation and translation needs by utilizing our Parent Coordinator who speaks Korean and Chinese as well as the six fluent Spanish speakers in our building. If needed, the Translation and Interpretation Unit will be used for over the phone conferences.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be given professional development by the administration and Parent Coordinator how to implement and use the translators available in our school as well as the contact information for the Translation and Interpretation Unit. They will be able to translate any relevant document using either the translators in school or the Translation and Interpretation Unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will fulfill the Chancellor's Regulations A-663 by providing the child's parents/guardians 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/guardians 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will receive the annual parent survey in their preferred language. They will also be in contact with the Parent Coordinator, who will address their concerns and answer any questions that they might have throughout the year. This year, we might consider scheduling a focus group inclusive of all cultures and languages represented in our school to gather feedback and best practices in our school.