2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

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

Principal: BRIAN ANNELLO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>The Louis Pasteur Middle School 67</th>
<th>School Number (DBN):</th>
<th>26Q067</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>342600010067</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6,7,8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>51-60 Marathon Parkway Little Neck, NY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-423-8138</td>
<td>Fax: 718-423-8281</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Brian Annello</td>
<td>Email Address: <a href="mailto:Bannello@schools.nyc.gov">Bannello@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Brian Annello</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Michael Viruet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Megan Rha, Patricia Levy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Brian Annello</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>IndiraKersellius</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>26</th>
<th>Superintendent:</th>
<th>Danielle Giunta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>61-15 Oceania Street, Room 129</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:DGiunta4@schools.nyc.gov">DGiunta4@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-631-6943</td>
<td>Fax: 718-631-6996</td>
<td></td>
</tr>
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</table>

Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Queens Plaza North</th>
<th>Executive Director:</th>
<th>Lawrence Pendergast</th>
</tr>
</thead>
</table>
Executive Director’s Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Annello</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Viruet</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Meghan Rha/ Patricia Levy</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Janet Huber</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Taso Lampoutis</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Anna Nikolados</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Mariann Scoufaras</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Barbara Narissi</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Joseph Aniello</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Evi Kapnisakis</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Luisa Dellavecchia</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Wang</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Shajid Ali Muhammad</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Elsie Lee</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Adriana Aviles</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa Wright</td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five goals and action plans that align with

2018-19 CEP
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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. **Instructional Core Across Classrooms**: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. **School Culture**: Positive Learning Environment (1.4), High Expectations (3.4)
3. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and administrators are committed to giving every individual student a differentiated, academically rigorous education that considers the individual learning style 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</td>
</tr>
</tbody>
</table>
steeped in aligning all curricula to the Next Generation State Standards and integrating the instructional shifts with pedagogy. The administration, staff developer, and teacher leaders work with the entire school community to enhance understanding of how these shifts impact student learning. The administration and school staff take part in meaningful professional development opportunities provided by our District Office, Borough Field Support Center, and other outside professional development providers. Teachers engage in rich professional learning opportunities provided by our staff developer and the members of our Administrative Team connected to our school’s instructional focus and the teachers’ instructional and professional goals. The provided information is then turn keyed to all staff members during teacher professional development time.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Louis Pasteur Middle School 67 (MS 67) is located in the Little Neck area of Queens, New York. The present enrollment is 952 children; 22% are White, 4% are Black, 12% are Hispanic, 60% are Asian, 1% is Multi-Racial, and 1% are other backgrounds.

We are dedicated to promoting academic achievement by creating a supportive 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, and supportive learning 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.

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 Staff Developer 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. Also, words which express emotions and feelings have been integrated into the ELA curriculum. These words are connected to the utilization of a mood meter and to helping meet the social-emotional learning needs of our students. 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 ENL students, we immerse all students in the meanings of the words through experience rather than definition. In order to meet the 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.

3. Describe any special student populations and what their specific needs are.
For the 2017-18 school year, _77__% of our students met State standards on the New York State English Language Arts exam. On the New York State Mathematics exam, _83__% of our students met State standards on the New York State Mathematics exam. These percentages don’t include two classes of 7th grade students and all 8th grade students who take the Algebra I and Geometry Regents exams. As our goal is 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 2019, 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. Lastly, we will continue to strongly encourage participation in taking the NYS Assessments by having conversations with students and families in order to aim for a minimum 95% participation rate across our student population. These conversations will focus on the importance of the assessments in identifying a student’s areas of strength and improvement, and the importance of the assessments in preparing students for standardized assessments in high school and beyond.

4. Identify 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.

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 Next Generation State Standards and in reaching instructional goals connected to three Danielson components in Domain 3 (questioning and discussion, student engagement, and assessment). The administration, staff developer, and teacher leaders work collaboratively to ensure planning and preparation efforts are focused on meeting the needs of all students on a consistent basis. 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.

There has been the most progress made in the areas of Effective School Leadership and Trust as evidenced by the results of the Learning Environment Survey for the past two years. This year, the teaching staff will focus on the purposeful use of formative assessment and student-led discussions to drive instruction. In addition, the school community will focus on the developing the whole child and attending to the social-emotional learning needs of all members of the school community. There will be quarterly themes to help focus on these needs including Happiness, Thankfulness, PS I Love You, and Respect for All. 6th grade students will engage in activities through the program Sanford Harmony which will present scenarios to students which help them learn strategies for building and maintaining positive peer relationships.

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 as New Language (ENL) students, are engaged in rigorous activities and discussions. One can also observe the principles of a
Universal Design for Learning (UDL) in action as teachers deliver instructional tasks that are differentiated to allow multiple entry points for students to be engaged and express their ideas.
### School Demographics and Accountability Snapshot for 26Q067

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 894
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: N/A
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 15
- **# SETSS (ELA)**: 56
- **# Integrated Collaborative Teaching (ELA)**: 15
- **# Special Classes (Math)**: 15
- **# SETSS (Math)**: 50
- **# Integrated Collaborative Teaching (Math)**: 14

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 12
- **# Music**: 14
- **# Drama**: 7
- **# Foreign Language**: 20
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 40.0%  % Attendance Rate: 97.3%
- **% Free Lunch**: 31.9%  % Reduced Lunch: 7.8%
- **% Limited English Proficient**: 3.9%  % Students with Disabilities: 8.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.3%  % Black or African American: 3.7%
- **% Hispanic or Latino**: 11.7%  % Asian or Native Hawaiian/Pacific Islander: 66.6%
- **% White**: 22.1%  % Multi-Racial: 1.8%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 2.09  # of Assistant Principals (2016-17): 6
- **% of Teachers with No Valid Teaching Certificate**: 0%  % Teaching Out of Certification: 33%
- **% Teaching with Fewer Than 3 Years of Experience**: 21%  Average Teacher Absences (2014-15): 8.3

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 76.9%  Mathematics Performance at levels 3 & 4: 83.0%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: N/A  Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A  Mathematics Performance at levels 3 & 4: N/A
- **Global History Performance at levels 3 & 4**: N/A  US History Performance at Levels 3 & 4: N/A
- **4 Year Graduation Rate**: N/A  6 Year Graduation Rate (2011 Cohort): N/A
- **Regents Diploma w/ Advanced Designation**: N/A  % ELA/Math Aspirational Performance Measures (2015-16): N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition  N/A
- **In Good Standing**: Yes  Local Assistance Plan: No
- **Focus District**: Yes  Focus School Identified by a Focus District: No
- **Priority School**: No  Focus Subgroups: N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A  Black or African American: YES
  - Hispanic or Latino: N/A  Asian or Native Hawaiian/Other Pacific Islander: YES
  - White: YES  Multi-Racial: N/A
  - Students with Disabilities: NO  Limited English Proficient: N/A
  - Economically Disadvantaged: YES  ALL STUDENTS: YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A  Black or African American: YES
  - Hispanic or Latino: NO  Asian or Native Hawaiian/Other Pacific Islander: YES
  - White: YES  Multi-Racial: N/A
  - Students with Disabilities: NO  Limited English Proficient: N/A
  - Economically Disadvantaged: YES  ALL STUDENTS: YES

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - 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: NO  Multi-Racial: N/A
  - Students with Disabilities: NO  Limited English Proficient: N/A
  - Economically Disadvantaged: YES  ALL STUDENTS: YES

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - 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  ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - 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  ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - 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  ALL STUDENTS: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 to ensure they are meaningful and relevant. New York State’s shift to the Next Generation State Standards as well as the Next Generation Science 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. According to the 2016-17 NYC School Quality Guide, 88% of teachers feel that through these instructional shifts, "a lot or all of the students in their classes feel challenged." In contrast, 87% of the teachers in District 26 and 85% of overall City teachers responded favorably to this question.

Studies suggest that successful integration of Science, Technology, Engineering and Math disciplines can improve interest, motivation and achievement in each STEM related field. Thus, another way our teachers have increased academic rigor is through the collaborative development of various project based learning assignments in math and science. Over the past four years, our school has implemented STEM related assignments for our 6th and 7th grade students. Teachers at MS 67 value a rigorous STEM curriculum that empowers students to become innovators and technologically proficient problem solvers. According to the 2016-17 NYC School Quality Guide, only 72% of students responded favorably that "in most of their classes, teachers want students to become better thinkers, not just memorize things." In contrast to MS 67 teacher perceptions, less of our students feel they are applying thinking skills in their classrooms, compared to 77% and 84 % of students in District 26 and around NYC respectively.

STEM education is a methodology that encourages students to pursue inquiries and solve problems that are relevant to the world in which they live. For teachers, STEM education provides unique opportunities to grow their practice with their peers. The solution to the deficits identified by students would require an investment in developing a rigorous and engaging STEM program also for our 8th graders that will help address these needs. Priorities to help develop this curriculum would include developing strategic partnerships for cross curricular planning, professional development for teachers, and additional supports to address the needs of all learners.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the work of our department and grade-level teacher teams, MS 67 STEM Committee, and STEM Leadership Team will lead to an increase in student engagement and interest level in classroom lessons, activities, and projects as evidenced by an increase in the average rating of Danielson component 3c by .05 overall as a staff.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
<td>Gr. 6 and 7 Students</td>
<td>September 2018-June 2019</td>
<td>Administrators, teachers, students, parents and STEM partners.</td>
</tr>
<tr>
<td>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).</td>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>Administrators, teachers, students, parents and STEM partners.</td>
</tr>
<tr>
<td>Strategic partnerships will be developed between Math, Science, and Computer Science teachers during teacher team meetings.</td>
<td>Grade 6 and 7 Students.</td>
<td>September 2018-June 2019</td>
<td>Administrators, teachers.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Students, families and STEM partners will have the opportunity to participate in a STEM family event in March 2019. The school, including administration, and teachers, will communicate information with all stakeholders, including families, about the school’s STEM education initiatives through monthly School Leadership Team and PTA meetings. Tools such as emails, PupilPath messages, websites, and "Coffee and Conversation with the Principal" will be used to share information and to engage and support families.

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.

- NYC DOE STEM Framework
  - Rigor and Relevance Framework
- Classroom Technology
- Teacher Co-planning periods
● Strategic Community Partnerships

● Students, Parent and Families

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, the following benchmarks will be monitored and will indicate school progress toward meeting each individual goal:

- The STEM Leadership team has implemented a new project across all three grades and is planning a STEM centric event for March 2019.

- Teachers from Science and Math can provide a lesson plan and/or project as evidence of trans-disciplinary collaboration.

- Differentiated STEAM projects implemented in February. Scaffolding and supports for our self-contained classes, geared toward STEM enrichment, to make STEM accessible to all learners.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Classroom observation, lesson plans, scheduling.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

After comparing our 2016-2017 Learning Environment survey with our mid-year survey and the 2017-2018 Learning Environment Survey, we will still continue to focus on improving in the areas of respect, trust, and supportive environment. Based on our results, we still need to make improvements regarding student to student respect within the school building. However, we have made great strides regarding respect and trust within the teaching staff according to the 2016-2017 Learning environment survey. We also added additional questions to our in-house survey to see the impact of our SEL (social-emotional learning) quarterly themes during the 2017-2018 school year which include: Happiness, Thankfulness, PS I Luv Ya, and Respect for All.

Results are shared below for our students:

<table>
<thead>
<tr>
<th>Question</th>
<th>2015-2016 LE Survey %</th>
<th>2016-2017 In-House Mid-Yr check %</th>
<th>2016-2017 LE Survey %</th>
<th>2017-2018 In-House Mid-Yr check %</th>
<th>2017-2018 LE Survey %</th>
<th>2018-2019 In-House Mid-Yr check %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teachers help me catch up if I am behind</td>
<td>58</td>
<td>77</td>
<td>59</td>
<td>81</td>
<td>57</td>
<td>79</td>
</tr>
<tr>
<td>2. My teachers give me specific suggestions how I can improve my work in class</td>
<td>59</td>
<td>74</td>
<td>63</td>
<td>77</td>
<td>63</td>
<td>74</td>
</tr>
<tr>
<td>3. My teachers explain things a different way if I don’t understand</td>
<td>63</td>
<td>81</td>
<td>65</td>
<td>82</td>
<td>63</td>
<td>81</td>
</tr>
<tr>
<td>4. Most students at this school treat each other with respect.</td>
<td>44</td>
<td>39</td>
<td>44</td>
<td>43</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>5. The quarterly themes (Happiness, Thankfulness, PS I Love You, and Respect for All) have positively contributed to our school’s climate and culture.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>49</td>
<td>NA</td>
<td>42</td>
</tr>
<tr>
<td>6. In ELA class, the mood meter has been a helpful way for me to better understand a character’s feelings and emotions.</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>46</td>
<td>NA</td>
<td>55</td>
</tr>
</tbody>
</table>

2018-19 CEP
7. After-school clubs, teams, and activities have added to the supportive learning environment for all students at our school.

<table>
<thead>
<tr>
<th>TEACHERS QUESTIONS</th>
<th>2015-2016 LE Survey %</th>
<th>2016-2017 In-House Mid-Yr check %</th>
<th>2016-2017 LE Survey %</th>
<th>2017-2018 In-House Mid-Yr check %</th>
<th>2017-2018 LE Survey %</th>
<th>2018-2019 In-House Mid-Yr check %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel respected by the principal at this school.</td>
<td>62</td>
<td>97</td>
<td>98</td>
<td>96</td>
<td>94</td>
<td>98</td>
</tr>
<tr>
<td>2. I trust the principal at his/her word.</td>
<td>48</td>
<td>97</td>
<td>96</td>
<td>87</td>
<td>92</td>
<td>95</td>
</tr>
<tr>
<td>3. The principal takes a personal interest in the PD of teachers.</td>
<td>67</td>
<td>100</td>
<td>100</td>
<td>92</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>4. The principal places the needs of children ahead of personal interests.</td>
<td>43</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>98</td>
</tr>
</tbody>
</table>

Results are shared below for our teachers:

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, there will be an increase regarding how students feel regarding respecting each other on the school survey (student school culture section) by implementing various initiatives including anti-bullying and Respect for All themed events and assemblies, Internet safety sessions, utilization of the mood meter, and the creation and adoption of an MS 67 staff charter during the course of the 2018-2019 school year. These interventions/actions/initiatives will support the social and emotional needs of our students.

By June 2019, there will be an increase (or remain the same) regarding how teachers feel regarding being respected by the principal/administration (teacher school culture section) by implementing a more supportive, collaborative school environment in which teachers’ voice and input is valued and taken into consideration.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td>All students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the start and end date?</strong></td>
</tr>
<tr>
<td>Sept '18-June '19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Dean, Guidance Counselor, Grade APS</td>
</tr>
</tbody>
</table>

**The guidance counselor meets with students in a 10:1 ratio in which he provides all students including SWD and ENL 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.**

**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.**

**Students will given a 6 session PD on dealing with social problems through our mental health Borough support leader.**

**Anti-bullying and Respect for All themed events and assemblies will be held, Internet safety sessions, utilization of the mood meter, and the creation and adoption of an MS 67 staff charter during the course of the 2018-2019 school year. These interventions/actions/initiatives will support the social and emotional needs of our students.**

**All 6th grade teachers will be trained with Sanford Harmony, a social Emotional learning program.**
All teachers will be given continued PD regarding Emotional Intelligence, the Mood Meter, and RULER.

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Aug '18-June '19</th>
<th>Administrative Team and Staff Developer</th>
</tr>
</thead>
</table>

Implement a more supportive, collaborative school environment in which teachers’ voice and input is valued and taken into consideration. Surveys will be utilized as well as individual and group conversations.

| All Staff Members | Sept. '18-June '19 | Administrative Team, Staff Developer, UFT Chapter Leader |

Communication and relationships between MS67 and our feeder schools have improved. Visits have been made by teachers and students. The Principal, Grade 6 AP, and 6th grade teachers visited the incoming 6th graders.

| Incoming 6th Graders | Jan '19-June '19 | Principal, Grade AP, Grade 6 teachers |

In order to build an environment of trust and safety within our building students are provided with various sessions as assemblies and during Respect for All Week (Discipline code, Internet Safety) in which they understand how to build an environment of trust.

| All Students | Sept '18-June '19 | Guidance Counselor, Dean |

Principal will have an "Open Door Policy" to staff

| Teachers | Sept '18-June '19 | Principal |

Female staff members have been trained by the "Beautiful Me" program for female students to hold sessions

| Female students | Sept '18-June '19 | Female teachers, Administration |

Principal will send out surveys to teachers to see their interests for after school programs

| Teachers | Sept '18 | Principal |

Teachers’ voice and input will be heard at PD committee, Consultation committee, and other committees designed to plan school events and implement initiatives aimed at making progress

| Teachers | Sept '18-June '19 | Administration/Teachers |

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

School will conduct a series of quarterly (September, November, February, May) PDs regarding social-emotional learning. Students will also continue to understand the use of the Mood Meter. This will be implemented by the administration, SBST, teachers, and staff developer. Also, the same information is shared with parents and families through forums such as School Leadership Team meetings and presentations for parents at PTA meetings. Parents are updated as to the initiatives within the school and how they can help support the social-emotional development of
their children at home. Presentations and workshops are conducted for parents that are facilitated by school staff with some collaboration from our school's Thrive NYC Mental Health Consultant.

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.

- Guidance Counselor schedule
- Administration, Dean, School Psychologists, Social Worker, and SAPIs Worker
- Guest speakers
- Anti-bullying/Internet safety curriculum
- STARS
- NYC Discipline Code
- Chancellor’s Regulations
- OORS
- Sanford Harmony materials
- Beautiful Me Materials/sessions

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

<table>
<thead>
<tr>
<th>X</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<th>Title III, Immigrant</th>
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<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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.

In August 2018, we will review the results of the most recent NYC Learning Environment survey for our school, specifically in the areas of trust and respect. We will then conduct an "in-house survey" in January 2019 to track for progress during the school year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.


Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school has worked to strategically program teacher and student schedules to allow for open collaboration for teachers on both horizontal and vertical levels in departments and across departments. Currently, we are continuing the practice of designating time for teachers to meet as department teacher teams to discuss curriculum planning for all grades within their content. Trends will be analyzed based on summative assessments such as quarterly exams and standardized assessments so that necessary adjustments can be made to units and lessons. Teachers also will meet in grade teams to discuss strategies to meet the needs of individual students and create an action plan for both the school and the home. For the 2018-2019 school year, we will create opportunities for teachers to visit each other and experience best practices put into action. To supplement these experiences, we will provide teachers with research-based texts to further develop their teaching. We will also reflect and make connections among teachers’ Instructional and professional goals, the school’s instructional focus, MPPR Priorities, and the foci teachers identify when intervisiting colleagues. For the 2017-18 school year, the component average for 3b was 3.13. The component average was 3.25, and the component average for 3d was 3.22. Teachers’ instructional and professional goals are connected to these components within Domain 3, and an MPPR priority of challenging students consistently has been identified and is connected to the lowest average rated component of 3b. During classroom evaluative visits, the types of questions being asked by the teacher will be one focus due to the impact that questioning can have on the level of discussion and engagement within the classroom. The purpose of the intervisitations will be observing strategies and best teaching practices from colleagues that they can utilize to help them meet or exceed their individual instructional and professional goals set at their Initial Planning Conferences. These instructional and professional goals are connected to the school’s Instructional Focus of creating and maintaining a supportive learning environment for all students. The Model Teacher will create a tool which allows colleagues to see when best practices are being showcased throughout the school.

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 school’s ability to maximize the results of the teacher evaluation process. During intervisitations, teachers will focus on the utilization of challenging questions and discussion prompts (3b) and various types of formative assessments (3d) for the purpose of meeting all students’ needs in a supportive learning environment. Another purpose is to ensure students are engaged in their learning (3b).

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teaching staff members will participate in two or more intervisitations which will lead to teachers meeting or exceeding their Instructional Goals established at their Initial Planning Conferences at the beginning of the school year.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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</table>
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- 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). |

<table>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classroom teachers</td>
<td>Sept 2018 - June 2019</td>
<td>Administrative Team, Staff Developer, Teacher Leaders, and Teaching Staff</td>
</tr>
</tbody>
</table>

Teachers will have participated in professional development centered in improving instructional practice through classroom inter-visitations, weekly reflections on teaching, and weekly discussions on research-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 Gifted and Talented students, Students with Disabilities, and English Language Learners.

Teachers will work in Grade and Department teacher teams to improve their practice regarding differentiation, rigor, and relevance. By studying the work of Webb's DOK and Bloom's Taxonomy, more higher-level thinking questions and tasks will be infused into class lessons and units. These types of questions will be utilized in connection with the school-identified priority of striving to challenge students consistently.

Teachers will attend professional development opportunities that are city-wide, through District 26, or through the BFSC and connected to their individual professional and instructional goals.

All teachers will visit two other colleagues in our school (one in department and one outside of the department) for the purposes of learning from the best practices of...
colleagues. Also, evaluative walk-throughs will be conducted by the Administrative Team, and feedback will be given with next steps to highlight strengths or provide next steps connected to the components of Domain 3 of the Danielson Framework for Teaching.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent-Teacher collaborations will include face-to-face meetings during parent engagement time on Tuesday afternoons throughout the school year as well as during the school day as needed. Consistent communication through various methods including Pupilpath, the Phone Messenger system, the school website, and the PTA website will be utilized. Monthly Coffee and Conversation meetings, monthly focused presentations at PTA meetings, parent-teacher conferences (November, March, and May), and monthly School Leadership Team meetings will provide other pathways to communicate about the school's instructional priorities and about how to collaboratively meet students' needs. The Administrative Team will oversee how successful these various forums for communication are throughout the year. There will be a check-in with the PTA and SLT in January 2019 to gauge the satisfaction of the parent community with the various forms of communication being utilized. Also, the learning environment survey at the end of the year will provide more information as to the progress made toward this goal.

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.

- Teacher inter-visit schedule that is in alignment with teacher schedules and availability
- Mentoring Schedule and Plan for New Teaching Staff Members
  - Teachers' Individual Instructional and Professional Goals
  - Staff Developer and Teacher Leaders from each department will form an Instructional Cabinet, and they will help plan meaningful professional learning opportunities focused on the needs of all students
- Research based articles, the Rigor and Relevance Framework, and the Danielson Framework for Teaching (focus on Domain 3)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
By February 2019, all teachers will have participated in two or more classroom inter-visitations focused on one identified area connected to their instructional and/or professional goals that will have a positive impact on their ratings in Domain 3 as indicated in ADVANCE. Ratings in domain 3 will provide indicators as to the success (or room for improvement) with this goal. Also, conversations and artifacts presented at mid-year and end-of-year goals' meetings will also measure whether or not teachers have met their goals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ADVANCE ratings, intervisitation reflections, and progress mid-year meetings to discuss teachers' instructional and professional goals, staff surveys

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>According to the 2016-17 Learning Environment Survey, an overall score of 4.46 in Effective School Leadership was achieved and an overall score of 3.59 in Trust was achieved. According to the 2017-18 Learning Environment Survey, an overall score of 3.72 in Trust was achieved. Both of these scores exceeded the District and City-wide averages. Our goal as an administrative team is to increase the number of positive responses in the areas of effective school leadership and trust amongst the teachers, parents, and students.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>In order to achieve this goal, the school leadership will continue increase the amount of transparency and communication within the school community. Principal Newsletters and an improved website are two ways in which our school community will be informed about how we are consistently working to achieve a supportive learning environment. Also, Coffee and Conversation meetings will give parents opportunities to bring forward grade-level and school-wide topics and issues that should be discussed. In addition, a functional School Leadership Team and committees (including teachers, parents, and students) will be utilized to gather the ideas and strengths of the staff for the purpose of meeting the needs of all students.</td>
</tr>
</tbody>
</table>

A staff developer and team of teacher leaders will lead instructional initiatives throughout the 2018-19 school year including working with other teachers in departments to create targeted professional development opportunities for staff members. This will include collaborating with the Administrative Team to craft professional learning opportunities that will meet the needs of individual and small groups of teachers for the purpose of meeting the needs’ of all students.

Teachers are being provided feedback from lessons which focuses on creating more student-centered classrooms. The feedback is connected to utilizing Danielson components 3b and 3d to create an environment where there is increased student engagement where students feel challenged.

In addition, there was a mid-point survey conducted in which staff responses decreased a bit from last year’s learning environment survey. We are continuing to speak to staff members individually and in departments to find out how they can be better supported. An end-of-year survey will be conducted to find out what further support they need-including resources and professional development. |

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 June 2019, the overall score of positive responses on the school learning environment survey in the areas of effective school leadership and trust will remain the same or increase by .05.
## Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>Sept. 2018- June 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Students with Disabilities and English Language Learners</td>
<td>Sept. 2018- June 2019</td>
<td>Teachers, Sp. Ed. Liaison, IEP teacher, and Administrative Team</td>
</tr>
<tr>
<td>Parents</td>
<td>Sept 2018- June 2019</td>
<td>ENL teacher, general education teachers, supervisors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administrative Team, Parent Coordinator, and Teaching Staff</td>
</tr>
</tbody>
</table>

- Quality Feedback Given After Observations as evidenced by ADVANCE reports and the additional notes included at the end of each report.

- Teacher-led Intervisitations through our school-wide initiative to visit two colleagues (one in department and one outside) focused on individual professional and instructional goals and connected to school's instructional focus.

- Differentiated Strategies, Nonlinguistic Representations, Pre-teaching Vocabulary, short clips from Discovery Ed, Scaffolding, picture dictionaries, graphic organizers.

- Informative P.T.A Meetings
  - Invitations to parents for special school events
  - Weekly parent teacher team meetings on Tuesdays.
  - Transparency of events through monthly calendars and weekly and school messenger.
  - Monthly School Leaderships Team meetings
  - Coffee with the Principal meetings
  - Weekly Principal Newsletters for Staff
  - School Master Activity Schedule
Pre-Scheduled P/T Conferences in November, March, and May increasing appointment time and the number of student-led conferences

School Website Improvements

Although trust can be intangible, it is cultivated by taking the following actions with the following stakeholders:

- **Parents** – parent inquiries are responded to within 24 hours and appropriate actions are discussed.

- **Students**: Student voices are heard through forums/structures such as the school's Student Organization, Student Cabinets on each grade, a peer mediation program, visits to classes by the Dean and Guidance Counselor, an SEL/RFA Student Committee, and the School Newspaper.

- **Teachers** - Feedback on observations is given to teachers in a timely fashion. Their successes and achievements are celebrated and their expertise areas are valued through multiple leadership roles. Also, feedback conversations are more "two-way" in nature where teachers have the opportunity to make their thinking about the walk-through visible.

| Parents, students, teachers | Sept 2018-June 2019 | Administrative Team, Teaching Staff, Dean, Guidance Counselor, Parent Coordinator, and Secretaries |

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

In order to continue to promote trust and a supportive environment, we will continue to seek input from parents at meetings and through established committees. Monthly "Coffee with the Administrative Team" meetings, Monthly SLT meetings, and Monthly PTA meetings are just some of the forums during which this communication can take place. Also, through these forums, information will be shared and workshops will take place on a monthly basis that are connected to the school's Instructional Focus. The Administrative Team, Dean, Staff Developer, Parent Coordinator, and teacher members of the School Leadership Team will help with the sharing of information and workshops that will connect with parents and families.

### 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.**

- All Teaching Staff Members
- Administrative Team, Staff Developer, and Model Teacher
- ADVANCE Reports
- Scheduled Student Meetings
● Reflections from all Stakeholders

● Surveys at Mid-Year and End-of-Year Conducted with All Stakeholders

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>[ ]</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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**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 2019, administration will conduct a survey in order to gain insight as to the percentage of positive responses in the areas of supportive environment and trust. Also, staff members will reflect upon how they are creating and utilizing communication to contribute to a supportive learning environment in their classrooms. Also, by June 2019, the final results of the Learning Environment Survey will measure the success of this goal.

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**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

School Learning Environment Survey Statement Responses, Conversations During Student Cabinet Meetings, Staff, Student, and Parent Reflections

---

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>
class, a Latin club, an archery program, as well as volleyball, badminton, baseball, basketball, soccer, and tennis teams to name a few. The sports teams will participate in league play throughout the season. This is in response to an after-school activity survey that was given to students and parents during the 2017-2018 school year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 10% increase in parent involvement at school-wide events, parent workshops, parent-teacher meetings, and PTA meetings/events combined.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Team members along with the Staff Developer will conduct workshops for teachers with research based professional development on how to facilitate effective parent/student conferences. These conferences will take place during the three scheduled parent-teacher conference sessions in November, March, and May as well as on Tuesday afternoons and other times during the school day. Conferences will be scheduled by utilizing an online scheduling platform by parents. With the work of the grade-level teacher teams focused on meeting individual students' needs, arrangements for meetings bringing parents and teams of teachers together will be made. These meetings will be conducted to discuss next steps that will be followed up by the team of teachers in order to determine progress and if adjustments need to be made.</td>
<td>All Parents, students</td>
<td>Sept 2018 - June 2019</td>
</tr>
<tr>
<td>We will offer a free after-school community based organizational program in conjunction with the Samuel Field Y as well as offer a number of after-school clubs and teams with a wide range of activities in order to enhance opportunities for all students. This involvement of students will lead to more opportunities for parents to come see their children participate as members of clubs, teams, and activities in games and competitions.</td>
<td>All Parents, Students</td>
<td>Sept 2018 - June 2019</td>
</tr>
<tr>
<td>Parents will receive invitations in the form of emails, PupilPath messages, flyers, Phone Messenger messages, and school and PTA website postings with parent reminders to support and celebrate their children's successes by attending evening events such as a drama production, a Cabaret performance, a STEM centric event, Night/Day of the Arts for each grade, Family Fitness Night, and an incoming sixth grade orientation. This will help to increase parent involvement in our school.</td>
<td>All Parents</td>
<td>Sept. 2018 - June 2019</td>
</tr>
<tr>
<td>We seek to improve communication with parents and students in a variety of ways, including implementing an enhanced online grading and communication system (Skedula), translate notices in every language as needed, send email blasts to parents via Pupil Path (Skedula), the phone messenger, and the PTA website, and conduct parent workshops on issues relevant to parents. There will also be monthly &quot;Coffee and Conversation Meetings</td>
<td>All Parents, Students</td>
<td>Sept 2018 - June 2019</td>
</tr>
</tbody>
</table>
With the Principal", in which relevant grade level topics will be discussed.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Samuel Field Y-They are sponsoring our SONYC after-school program.

Thrive NYC- They are providing resources for students and families.

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.

Student portfolios in every subject

Monthly grade-level teacher team meetings

Clubs, teams, and activities in the Fall, Winter, and/or Spring

Topics and speakers for monthly PTA meetings

Parent meetings (NYS ELA and Math testing, Math and Science Regents testing, monthly Coffee and Conversation with the Principal, Boston, MA Trip for Grade 8 students, High School Admissions Process, Internet Safety, Fire Safety and Prevention, to name a few.

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

<table>
<thead>
<tr>
<th>X</th>
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<td>Other</td>
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</table>

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 2019, we will have seen a 10% increase in attendance at November parent teacher conferences and other parent meetings including PTA meetings since the beginning of the school year.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Attendance at Parent meetings, online sign up sheet for Parent-Teacher conferences, attendance logs from PTA meetings and other parent workshops, attendance logs from Coffee with the Principal meetings.
Our online grading system (Skedula/Pupil Path) is working extremely well. Every parent and student has a password and they are able to view grades/progress everyday as well as communicate with teachers as often as needed. Teachers communicate with parents via this system as well.

Committees of teachers, students, and parents have been formed including STEM and School Wellness, and they meet on a regular basis in order to gather input from the entire school community about initiatives and ideas. We have monthly parent "Coffee and Conversation Meetings" with the Principal/Administration and it is an open forum to discuss current school happenings and address areas of concern. We have seen a 10.5% increase in attendance from last year. Our monthly PTA meeting attendance has also grown approximately 10% since last year. We have conducted day/evening parent workshops on a variety of topics such as "High School Admissions", “High School Workshop”, "Senior Trip to Boston, MA Information Meeting", “Elevate Education Workshop for Parents”, "New Parent Workshops”, and a "Gifted and Talented Workshop for Fifth Grade Parents" and a “STEM Open House for Fifth Grade Parents”, to name a few. In February, we conducted a workshop entitled "Mindfulness", and in May we will have an "Incoming Grade 6 Orientation". In all of these meetings and workshops, we have Chinese, Korean, and Spanish interpreters to assist with those parents in need of clarification in their native language.

As a result of our parent survey, we are offering more evening/weekend activities to enhance family engagement. Members of our school as well as students/parents attended a bowling night in the fall, “The Grinch on Broadway” in December, a Harlem Magic Masters Basketball game in January, an “All Star Basketball Game/Brooklyn Nets game in February and March, and will attend an ice-skating event in March. Our school musical production "Seussical" will take place in March. We held a "Family Wellness Night" in February as well and we will participate in the district Family Wellness Night in March. We are having our first Alumni Event in March. We will hold our "Night of the Arts" events for every grade in April and May.

Our daily after-school SONYC program in conjunction with the Samuel Field Y has been successful with registration exceeding 100 students. Students can stay every afternoon until 5:30 PM and partake in many diverse activities.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Student data that identifies students as being in the bottom third of performance by content area.</td>
<td>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.</td>
<td>Small group <em>(10:1 ratio)</em> instruction</td>
<td>During school hours and after-school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Student data that identifies students as being in the bottom third of performance by content area.</td>
<td>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.</td>
<td>Small group <em>(10:1 ratio)</em> instruction</td>
<td>During school hours and after-school</td>
</tr>
<tr>
<td>Science</td>
<td>Student data that identifies students as being in the bottom third of performance by content area.</td>
<td>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.</td>
<td>Small group (10:1 ratio) instruction</td>
<td>During school hours</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>Social Studies</td>
<td>Student data that identifies students as being in the bottom third of performance by content area.</td>
<td>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.</td>
<td>Small group (10:1 ratio) instruction</td>
<td>During school hours</td>
</tr>
</tbody>
</table>
various textbooks, online resources, and classroom strategies that are aligned with content from the subject teacher. Strategies include semantic mapping, studying types of context clues, cause and effect charts, concept formation, possible sentences, and vocabulary word maps.

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) |
| Student data that identifies students as being in the bottom third of performance by content area, teacher/student/parent recommendation. |
| Supportive counseling, positive peer influence, drug prevention. Strategies include individual and group counseling, crisis management and suicide prevention, goal setting, and action planning and implementation, | Counseling is provided in small group or one-to-one settings as outlined in a student’s IEP. | During school hours |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
Providing additional instructional materials for students—also providing students with opportunities after-school and social-emotional support throughout the school year.

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

$1,100 STH Allocation
## Section 8: 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(s) where the response can be found.
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

### 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.

N/A

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).

N/A

### Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

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.

N/A

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 codes\(^1\). 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 consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Louis Pasteur Middle School 67Q, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[School name] will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
- 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

### Parental Involvement and School Quality

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., ESSA/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 Elementary and Secondary Education 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;

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**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

[School name], in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Elementary and Secondary Education Act.

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Every Student Succeeds Act.Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

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### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis Pasteur Middle School 67</td>
<td>26Q067</td>
</tr>
</tbody>
</table>

This school is (check one):
- Conceptually consolidated (skip part E below)
- **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):
- [ ] Before school
- [x] After school
- [ ] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- [x] K
- [x] 6
- [x] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td>_____</td>
</tr>
<tr>
<td># of content area teachers:</td>
<td>_____</td>
</tr>
</tbody>
</table>

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 952 children; 20% are White, 4% are Black, 13% are Hispanic, 61% are Asian, 1% are Native Americans and 1% other. Our English Language Learners (ELL) population, which consists of 45 students, is Korean (14%), Chinese (58%), Spanish (12%) and Other (16%). 8% are at the Entering Level, 18 % are at the Emerging Level, 18% at the Transitioning Level, 32% at the Expanding Level, and 24% at the Commanding Level as measured by the 2018 NYSESLAT exam. This free-standing ENL program services all grades. Our program consists of mainly departmentalized ENL and content courses that infuse ENL strategies. Our model is stand-alone and integrated, where students spend the majority of their day in all English content instruction and are brought together from various classes for English acquisition. Our 5 NYC licensed, NYS certified ENL teachers teach English Language Arts, Social Studies, Science, Math and ENL (Literacy). There are 19 stand-alone classes and 44 integrated classes per week. The language of instruction is English. Depending on their NYSITELL and NYSESLAT scores, all entering and emerging students are given 360 minutes of instruction per week; transitioning and expanding students are seen 180 minutes per week, and commanding students are given 90 minutes per week, in addition to their regular English Language Arts classes. 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 45 ENL students in the acquisition of academic language for the state-wide exams, and success in the content classes. We want to insure that our struggling ENL students (Entering 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 ENL 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 instruction in the classroom, the regular, grade-level curriculum is taught to English language learners utilizing the workshop model which makes the content 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 NYS exams in ELA, Math, and appropriate Regents exams in the eighth grade. Students here less than 1 year are exempt from ELA State exams, but take the NYSESLAT. Since the classes will be given on two different days of the week from 2:30 PM
Part B: Direct Instruction Supplemental Program Information

to 3:30 PM for a duration of 23 weeks, the majority of our ELL students should be able to attend each individual class.

This after-school program would begin in the end of November and run for approximately 23 weeks, ending in April. Parents/Guardians of these students eligible for the program (all 45 ENL students) will be notified by letter in their preferred language and in English; with phone call follow-up if necessary. All of the students will work with the English Rosetta Stone program one hour per week and then work with the ENL teacher and ELA teacher on English skill improvement in a classroom one hour per week. Additional supplemental materials will be used that are distinct from those used for daily instruction. The students will be divided into two groups of similar abilities; therefore the classes will flip/flop on alternate days, utilizing both the ENL teacher and the ELA teacher. The ENL teacher and the ELA teacher will have different duties in the Title III program. The ENL teacher will focus on listening and speaking skills; the ELA teacher will focus on reading skills. Student attendance and assessments will be carefully maintained by the teachers in this program.

In the after school Rosetta Stone/ELA skills course, one NYS certified ENL teacher and the supervisor, who is a former LOTE/ENL licensed/certified teacher will co-plan weekly lessons. The ENL teacher will concentrate on reading skills to increase comprehension, as well as listening and speaking skills. The teacher will familiarize the students with the test format, note taking and reading and writing strategies to assist our ELLs to succeed in school and on exams. The teacher will also work with all the students who have been identified as mandated to take the NYS ELA exam.

In the program, students who have performed at the entering and emerging levels 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/her 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 teacher 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 English 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 Federal Regulations, the ENL 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 ENL and ELA teachers will attend a number of ENL workshops through the DOE, quarterly ENL Liaison meetings given through District 26, the annual New York State Association for Bilingual Education Conference, as well as NYSESLAT Training. NYSESLAT training will be provided by the DOE and it is usually half-day training. The ENL 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 ENL teacher and the ELA teacher working in Title III, will attend professional development opportunities that take place within our district on a regular basis. These professional development opportunities will be of no cost to the Title III program. These programs are generally one day workshops covering topics such as reading, writing and communication strategies targeted to improve comprehension and fluency. The ELA department, including the Assistant Principal, Staff Development Coach (a literacy teacher) and all ELA teachers are targeted for these sessions as well. The ENL teacher also articulates on a weekly basis with the mainstream teachers to assess their mutual students’ progress and attends weekly ELA coach meetings. This allows the ENL teacher to plan accordingly, so as to clear up any new concepts, which might prove difficult for beginner or transitioning/Expanding students. Also, the ENL teachers are given updated copies of each unit of study in ELA; this includes the latest strategies being taught with each grade level.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- 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
Part D: Parental Engagement Activities

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. Translation and Interpretation services are available to all parents. 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, translation/interpretation services 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 Acquainted With MS67-Parent Orientation", "Getting Your Child Off to the Right Start", "Skedula/PupilPath Workshop", "High School Information Workshop", "Elevate Education", "Bullying/Cyber-Bullying Workshop", "Understanding the NYS ELA State Exam", "Understanding the NYS Math Exam", and "Study Skills/Time Management Workshop", to name a few. These workshops will be of no cost to the Title III program. Flyers in different languages will be sent to the parents. Messages are sent electronically in PupilPath in every language. Letters (Preferred Language of Parents) and monthly calendars are sent home with the students and a phone messenger calls each child's home as well to ensure that the parents are informed about the workshops and other events at school. Parents also have access to their child's grades at all time through Pupil Path, 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: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits) | 1 Teacher for 2 hr/week each for 23 weeks (Based on $60.65 per hour) $2,783.00
One Supervisor for 1 hr/week for 23 weeks (Based on 63.45 per hour) $ 1,459.00 | One ENL teacher and one ELA teacher per session for the after school program. The supervisor will be utilized for one hour per week just for this Title III program. |
| Purchased services                                   |                                                      |                                                                                                  |
| High quality staff and curriculum development contracts |                                                      |                                                                                                  |
| Supplies and materials                               | $64.00                                               | Pens, paper, handout sheets                                                                     |
| Educational Software (Object Code 199)               | $5450.00                                              |                                                                                                  |
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$1,396.00</td>
<td>Parent Involvement-School Messenger to communicate with parents.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$11,152.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

Allocation Amount: $________
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Queens</td>
<td>Louis Pasteur Middle School</td>
<td>067</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Brian Annello</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Barbara Choit</td>
</tr>
<tr>
<td>Coach</td>
<td>Brenda Dolan</td>
</tr>
<tr>
<td>Coach</td>
<td>Philip Noto</td>
</tr>
<tr>
<td>ENL/TEOL/Bilingual Teacher</td>
<td>Mariann Scoufaras</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jerard Armstrong</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Georgia Brogna</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Konstantina Eyzaguirre</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Jennifer Kong, SBST</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Danielle Guinta</td>
</tr>
<tr>
<td>Superintendent Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>5</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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]</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>952</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>45</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>4.73%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
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<tr>
<td>TBE</td>
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<tr>
<td>DL</td>
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</tr>
<tr>
<td>DL</td>
<td></td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Teachers use a variety of different strategies to assess student readiness for a particular unit of study and to plan their instruction around the needs the students demonstrate. We use mini-lesson assessments created by teachers and track students progress in order to inform instruction.

2. What structures do you have in place to support this effort?
   The Do-Now, at the beginning of the lesson, assesses material taught the previous day. There is an assessment conducted at the end of the mini-lesson to determine student understanding of the new material taught. There is also an independent task related to the mini-lesson to ensure comprehension. The teacher circulates around the room and works with individual students to clarify material and re-teach concepts if necessary.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Teacher feedback, student performance in class, ongoing classroom assessments, quizzes and tests, quarterly exams, projects, and ultimately student performance on the NYSESLAT are all taken into consideration when evaluating the success of our ELL programs. Based on the results of these summative assessments, teachers will be able to address specific areas of need and will be able to design curriculum to meet the needs of all students.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Teachers meet weekly (vertically and horizontally) to track progress of their students. Teachers offer extra help and contact parents when necessary. Early morning and after school intervention programs are offered. Parent meetings are set up as well with translation and interpretation provided.

5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
   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. We create student and teacher programs based on the results of the NYSESLAT and NYSITELL exams, making sure students are placed in the appropriate groups for their levels.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Teachers continually evaluate data and adjust lesson plans to meet the needs of the students. Teacher teams meet weekly to examine student data and performance. Based on these findings, lessons are created to meet the needs of every learner. Teachers continually adjust their lessons based on the pulse of the class.

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**Part IV: ELL Programming**

**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. They are pulled from non-core curriculum classes such as Spanish. 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)?

Entering 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. This is built into each student’s schedule as well as the schedule of the ELL instructor.

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 ENL 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 comprehensive. 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. Individual parent meeting are conducted to ensure student success.

5. 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 one long -term ELL. The education plan for this students is similar to the plan discussed above. One modification would be for the ELL teacher to push into major subject classrooms such as ELA, Math, Science and Social Studies as much as possible to scaffold vocabulary and content. The ELL teacher will work individually with targeted students as well. 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 integrated ENL courses. The general education teacher, who holds a certification in TESOL, will provide instruction and support to our ELL students in content specific subjects.

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

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

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 ENL Periods. Transitioning and Expanding students study ENL 4 periods a week as part of an integrated ENL program. The Commanding students will receive integrated ENL at least 2 period a week. 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.

The classes are heterogeneous but graded. However, entering and emerging students will receive stand-alone ENL classes in which all four content areas are addressed (English, Math Science, and Social Studies). As stated above all students are receiving the mandated amount of instructional minutes in ENL.

ELLS with special needs are given resource room, speech, occupational therapy etc. These services are programmed for them in their weekly schedule. The ENL teacher works with the Special Education teacher and 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 ENL 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 ENL 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.
7. **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 heterogeneous classrooms and the ENL 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.

8. **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 ENL 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 5 times a week along with integrated core classes in ELA or Social Studies 5 times a week. Transitioning, Expanding and Commanding students seen 5 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. AIS programs are offered during school and after-school as well targeting weak areas.

9. **Based on data and trends, 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 utilizing the integrated ENL class format. There will be an after-school program for ENL students utilizing computer technology to drive instruction.

10. **If you had a bilingual program, what was the reason you closed it?**

N/A

11. **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, Coding, Creative Writing, 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.

12. **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 ENL 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 ENL 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.

13. How is home language support assessed and 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 ENL 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. Our Parent Coordinator is fluent in both Mandarin and Korean. Our Assistant Principal, Mrs. Choit is fluent in Spanish.

14. 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 based on the NYC given chart. 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 ENL methodology, and instruction and support is given in age and grade appropriate groups within the classroom.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Our school does not share a building with another school.

16. 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 ENL teacher and parent coordinator are involved in planning these activities.

17. What language electives are offered to ELLs?
For Expanding and Commanding level students, Spanish as a foreign language is offered.

18. 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
1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) 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?

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.

Teachers are encouraged to log on to the New York City Department of Education website and check the section entitled "DOE Professional Development Offerings" in order to find courses relating to our ELL population that they could attend. 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 ENL 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/ENL Training are stored in the office of the Assistant Principal. They are continually updated and maintained.

2. 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.

The ENL 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 ENL teacher meets with staff members and reviews NYSESLAT progress for all ENL students in the middle school and turnkeys the data and information about the incoming ENL students. She explains to them what skills, strategies, etc. each student needs in order to be successful in middle school. Throughout the year, the ENL teacher continually articulates with the entire staff to assess the students' progress and continually analyzes data. In June, the ENL teachers meets with the feeder high school guidance counselors to discuss the progress and needs of our ENL students as they transition to the high school.

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.
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. 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", "Coffee and Conversation 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.

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
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Brian Annello, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Annello</td>
<td>Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Barbara Choit</td>
<td>Assistant Principal</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Jenny Cho</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Mariann Scoufaras</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Patricia Levy</td>
<td>Parent</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Georgia Brogna</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Konstantina Eyzaguirre</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Brenda Dolan</td>
<td>Coach</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Philip Noto</td>
<td>Coach</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Jerard Armstrong</td>
<td>School Counselor</td>
<td></td>
<td>10/11/18</td>
</tr>
<tr>
<td>Danielle Guinta</td>
<td>Superintendent</td>
<td></td>
<td>10/26/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara</td>
<td>Choi</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>234</td>
<td>15.64</td>
<td>202</td>
<td>13.5</td>
</tr>
<tr>
<td>Korean</td>
<td>101</td>
<td>6.75</td>
<td>109</td>
<td>7.29</td>
</tr>
<tr>
<td>English</td>
<td>1096</td>
<td>73.26</td>
<td>1080</td>
<td>72.19</td>
</tr>
<tr>
<td>Spanish</td>
<td>38</td>
<td>2.54</td>
<td>38</td>
<td>2.54</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents include: Bill of Parent Rights and Responsibilities</td>
<td>September</td>
<td>We translate documents through the translation and interpretation unit. We also use the Big Word to obtain translators for parent/teacher conferences. We also have in-house oral translators for Chinese, Korean, and Spanish.</td>
</tr>
<tr>
<td>Parent-Teacher Conference Flyer</td>
<td>October and March</td>
<td></td>
</tr>
<tr>
<td>Back to School Night Flyers</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>After School Program Flyers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Workshops Flyers</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>New York State ELA and Math testing schedules</td>
<td>September - June</td>
<td></td>
</tr>
<tr>
<td>Regents Schedules (Algebra, Earth Science- LOTE, and Living Environment)</td>
<td>March and April</td>
<td></td>
</tr>
<tr>
<td>PTA monthly information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell Phone Policy</td>
<td>When available from NYS</td>
<td></td>
</tr>
<tr>
<td>Discipline Code Booklets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Trip Information</td>
<td>September - June</td>
<td></td>
</tr>
</tbody>
</table>

Mrs. Cho, our Parent Coordinator will translate Korean and Chinese documents as needed. Mrs. Choi, our Assistant Principal, will translate Spanish documents as needed. We utilize the DOE website that contains some translated documents and we download the languages as needed. Our online grading system Skedula, also allows us to translate documents and notes sent home to the parents/guardians.
At the Orientation meeting in the Fall, we have translators. They are given out to parents and/or students who need a version in their native language. Information is given to parents about the program in multiple languages.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School Night</td>
<td>September</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>ESL Parent Orientation</td>
<td>September - June (ongoing)</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Every month September-June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>October, March and May</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Meetings</td>
<td>Every Tuesday</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>Meet the Principal meetings for every grade</td>
<td>September - June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>High School Information Session</td>
<td>September</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>ELA and Math Parent Workshops</td>
<td>April</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Continually throughout the year</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>School psychologist, social worker, guidance counselor meetings</td>
<td>When necessary</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>School Safety meetings</td>
<td>Monthly-September-June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>School Leadership Team meetings</td>
<td>Monthly - September - June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>School play</td>
<td>March</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translation and Interpretation Department</td>
</tr>
<tr>
<td>Event</td>
<td>Month</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Night of the Arts</td>
<td>April</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td>Eighth Grade Award Ceremony</td>
<td>June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td>Arista Assembly</td>
<td>May</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td>Service League Assembly</td>
<td>June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td>Student Organization Induction</td>
<td>April</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td>Graduation</td>
<td>November</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department</td>
</tr>
</tbody>
</table>
Translations and Interpretation Department

We have in house interpreters to provide needed services. If we have a language that is not spoken by any staff members, we will use the Translations and Interpretation Department.

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<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Communication Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Program Orientation</td>
<td>November</td>
<td>In-house and interpretation available through an outside company for families</td>
</tr>
<tr>
<td>Incoming 6th Grade Student Orientation</td>
<td>May</td>
<td>In-house and interpretation available through an outside company for families</td>
</tr>
<tr>
<td>Parent Meetings throughout the school year</td>
<td>Throughout the Year</td>
<td>Interpretation and translation available with staff in-house</td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
We will use our in house translators to call families.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

We will include this training as part of Professional Development for all staff members.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.