



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MATH SCIENCE AND TECHNOLOGY INSTITUTE

DBN : 1 6K267

PRINCIPAL: PATRICIA KING EMAIL: PKING3@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Patricia King	*Principal or Designee	
Lakenya Shaw	*UFT Chapter Leader or Designee	
Denise Lewis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Stephon Carritini	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cornelia Tucker	Member/ Teacher	
Colin McDonald	Member/ Teacher	
Merlin Rosal	Member/ Teacher	
Miguel Carratini	Member/ PTA Vice President	
Joseph Class	Member/ PTA Member	
Nikisha Davis	Member/ Assistant Principal	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

1. Literacy Focus

Goal: To improve student achievement in English Language Arts through high expectations and rigorous opportunities for all students. All content area teachers will support the literacy focus as we read, write, speak and listen for college and career readiness.

Strategic Objective # 1: By June 2012, the number of students in Grades 6-8 achieving Performance levels 3 and 4 will increase by a minimum of 10% as measured by the NYS Assessments.

Comprehensive needs assessment

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

Our needs assessment guided us in developing our instructional plan. Although our school has been identified for improvement in English Language Arts, we have experienced success in moving the majority of our level 1 students to level 2 or above in ELA. We have made significant gains. Currently our students' performance in English Language Arts is:

- 15.4 % of our students perform at Level 1 in ELA , 57% are at level 2 and 27.4% are at Level 3 & 4

After analysis and correlation of all the data and a review of our teaching practice, the following needs must be addressed to continue to move our students toward the state and city performance standards and their own personal and academic goals:

- Analyze data to create Literacy instructional focus.
- Ensure all ELA and content area teachers attend professional development training offered by Aussie, Lit life, and CFN.
- Level libraries and ensure students are matched with their "Just Right Books."
- Individualized learning for each student by maintaining conferring binders.
- Provide Lab sites where teachers and students will engage in effective best practices such as differentiated instruction, flexible grouping and conferencing.
- Monitor the volume of reading in all English Language Arts classes by collecting and analyzing reading logs and reading notebooks.
- Provide additional opportunities for students' use of technology and laboratory access for targeted population.
- Reinforce and develop teacher skills in implementing the Workshop Model across the curricula.
- Infuse literacy across curriculum. Content area teachers will plan with ELA teachers to develop strategies to infuse literacy in their content.
- Inter-visitation will be implemented school wide. All subject area teachers will inter-visit into the ELA **classes to obtain reading and writing strategies.**
- Administer benchmark assessments and monitor students' progress through the use of itemized skill analysis.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- Ninety-minute literacy block (Balanced Literacy/Workshop Model) including daily writing and independent reading.
- After school and Saturday Academy classes for ELL, IEP students, and students identified as at risk of not making adequate yearly progress that supports Differentiated instruction. Students are grouped according to identified gaps and needs and are provide small group instruction.
- Faculty and departmental meetings are used to disseminate and review qualitative data from students' reading logs, written work, reading responses and quantitative data from Acuity to inform, develop and implement individual action plans.
- Professional development provided at faculty and department meetings, and the teacher observation process will support the workshop model and the differentiation of instruction in a Balanced Literacy classroom.
- Integrating Common Core State Standards in the curriculum.
- Provide at risk students with additional support such as Achieve 3000 and I- Ready.
- Analyze data to personalize instruction.
- Scheduling subject area and cross subject inter-visitations.

Responsible Members

- Principal
- Assistant Principal
- Teachers
- Coach
- Paraprofessionals

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops - develop a series of workshops that assist parents in supporting the academic goals of their children. Workshops would include such topics as financial assistance, exposure to technology, library media and home activities.
- -School Leadership Team – This group includes staff, parents and administration to assist in determining, articulating, processing and implementing the needs of parents and students at the school. This group is organized and meets monthly.
- Curriculum Nights – Opportunities for parents to meet staff and become familiar with curriculum and the expectations for the students.
- Family Math and ELA Night- Parents attend workshops where they learn strategies to support their children's growth in ELA and Mathematics as well as hands on activities that can be replicated at home.
- Parent Book Club - Parents model the importance of reading by selecting various books to be read by the group.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.
- Administration and the hiring committee attend career fairs. The hiring process includes an interview with administration and staff, a school tour to familiarize candidates with the school culture and a demonstration lesson observed by staff members and administration.
- Maintaining an “A” on the Progress Report.
- We have a culture of cohesiveness and community partnership.
- Responsiveness of Administration to the needs and concerns of teaching staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Manhood Training Program addresses the needs of students via advisory, conflict resolution and career planning.
- Literacy and Math is infused in our Arts programs which include Steel Pan, Ceramics and Dance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Monies provided by program such as 21st century augment the school budgetary resources and staff to maintain the arts and mentoring programs as well as, the Saturday Academy.
- Use program resources to help participating children meet the State Standards
- Ensure that planning for students served under this program is incorporated into existing school planning
- Help provide an accelerated, high quality curriculum
- Coordinate with and support the regular educational program
- Provide instruction by highly qualified teachers.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

1. Mathematics

Goal: To improve student achievement through high expectations and cognitively challenging tasks as we integrate the Common Core State Standards. Also, to increase students' ability to think, reason and become problem solvers of real life applications.

Strategic Objective # 1: By June 2012, the number of students in Grade 6-8 achieving Performance levels 3 and 4 will increase by a minimum of 10% measured by the NYS assessments.

Comprehensive needs assessment

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

Our needs assessment guided us in developing our instructional plan. Although our school has been identified for improvement in English Language Arts, we have experienced success in moving the majority of our level 1 students to level 2 or above in Mathematics. We have made significant gains. Currently our students' performance in Mathematics and English Language Arts is:

- 8% of our students perform at level 1 in Mathematics; 42 % at level 2 and 49% at level 3 and 4
- Analyze data to create Mathematics instructional focus.
- Infuse literacy across curriculum. Content area teachers will plan with ELA teachers to develop strategies to infuse literacy in their content.
- Inter-visitations to classrooms where best practices are highly evident.
- High School Regent course in Mathematics will be offered –Integrated Algebra
- Ensure all Special Education Teachers and General Education Teacher collaborate in the common planning sessions
- Provide additional opportunities for students' use of technology and laboratory access for targeted population.
- Reinforce and develop teacher skills in implementing the Workshop Model across the curricula.
- Students will be assessed through teacher – designed formative and summative assessments
- Administer benchmark assessments and monitor students' progress through the use of itemized skill analysis

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- Ninety-minute math block (Workshop Model) including daily journal writing and rotational problem solving exercises
- After school and Saturday classes for students grouped according to identified gaps and needs
- Intensive Professional Development in best practices, differentiated instruction, and effective implementation of the Workshop Model
- Implementation of the Common Core State Standards
- Exposure of students to cognitively challenging problems that engages students in complex forms of thinking.

Responsible Members

- Principal
- Assistant Principal
- Teachers
- Paraprofessional

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops- to develop a series of workshops that address how parents can help their children in school. Include a series of workshops that will help parents achieve their goals. Workshops should include ways to meet parental needs to better support their children including financial assistance, exposure to technology and library media.
- School Leadership Team – This group organized to include staff, parents and administration is essential in determining the needs of parents and students at the school. Monthly meetings and provision of space in school where parents can meet is important to increasing parental involvement.
- Curriculum Nights – Opportunities for parents to meet staff and become familiar with curriculum and the expectations for the students in school.
- Family Math and ELA Night- Parents attend workshops where they learn strategies to support their children's growth in ELA and Mathematics as well as hands on activities that can be replicated at home.
- Parent Book Clubs- Parents come in to read as they model for their children the importance of reading.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administration and the hiring committee attend career fairs. The hiring process includes an interview with administration and staff, a school tour to familiarize

candidates with the school culture and a demonstration lesson observed by staff members and administration.

- Maintaining an “A” on our progress report.
- We have a culture of cohesiveness and community partnership.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Manhood Training Program addresses the needs of students via advisory, conflict resolution and career planning.
- Literacy and Math is infused in our Arts program which include Steel Pan, Ceramics and Dance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Monies provided by program such as 21st century augment the school budgetary resources and staff to maintain the arts and mentoring programs as well as, the Saturday Academy.

- Use program resources to help participating children meet the State Standards
- Ensure that planning for students served under this program is incorporated into existing school planning
- Help provide an accelerated, high quality curriculum
- Coordinate with and support the regular educational program
- Provide instruction by highly qualified teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

3.Technology

Goal: To improve student achievement through increased integration of technology into the educational process.

Strategic Objective # 1: By June 2012 teacher integration of Technology in the classroom will improve student achievement in grades 6-8 by a minimum of 5% as measured by NYS Assessments.

Comprehensive needs assessment

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

Our needs assessment guided us in developing our instructional plan. Although our school has been identified for improvement in English Language Arts, we have experienced success in moving the majority of our level 1 students to level 2 or above in ELA and Math. We have made significant gains. Currently our students' performance in English Language Arts and Math is:

- 15.4 % of our students perform at Level 1 in ELA , 57% are at level 2 and 27.4% are at Level 3 & 4
 - 8% of our students perform at level 1 in Mathematics; 42 % at level 2 and 49% at level 3 and 4
- Analyze data to personalized instruction
 - Integrating Common Core State Standards in the curriculum
 - Provide at risk students with additional support using software programs such as Rosetta Stone, Achieve 3000 and I- Ready
 - Implementing Performance in ELA and Math
 - Ensure students are able to conduct online research
 - Use the Internet to read articles such as Time for Kids, Time Magazine and National Geographic

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- A variety of technology equipment, including the Smart board and document cameras will be integrated into the daily lesson (Workshop Model to supplement content vary process and demonstrate products for students.
- Teachers will provide additional opportunities for students to interact with technology during daily lessons.
- Technology Coach will facilitate bi-weekly classes for all students
- Intensive Professional Development in best practices, effective implementation of the smartboard and laptops
- Exposure of students to cognitively challenging problems that engages students in complex forms of thinking using technology

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops- to develop a series of workshops that address how parents can help their children in school. Include a series of workshops that will help parents achieve their goals. Workshops should include ways to meet parental needs to better support their children including financial assistance, exposure to technology and library media.
- School Leadership Team – This group organized to include staff, parents and administration is essential in determining the needs of parents and students at the school. Monthly meetings and provision of space in school where parents can meet is important to increasing parental involvement.
- Curriculum Nights – Opportunities for parents to meet staff and become familiar with curriculum and the expectations for the students in school.
- Family Math and ELA Night- Parents attend workshops where they learn strategies to support their children's growth in ELA and Mathematics as well as hands on activities that can be replicated at home.
- Parent Book Clubs- Parents come in to read as they model for their children the importance of reading.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff members become highly qualified, in order to achieve this goal.
- Administration and the hiring committee attend career fairs. The hiring process includes an interview with administration and staff, a school tour to familiarize candidates with the school culture and a demonstration lesson observed by staff members and administration.
- Maintaining an "A" on our progress report
- The school offers enrichment activities and intervention programs to ensure success for all
- We have a culture of cohesiveness and community partnership

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- - Manhood Training Program addresses the needs of students via advisory, conflict resolution and career planning.
- Literacy and Math is infused in our Arts program which include steel pan, ceramics and dance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Monies provided by program such as 21st century augment the school budgetary resources and staff to maintain the arts and mentoring programs as well as, the Saturday Academy.
- Use program resources to help participating children meet the State Standards
- Ensure that planning for students served under this program is incorporated into existing school planning
- Help provide an accelerated, high quality curriculum
- Coordinate with and support the regular educational program
- Provide instruction by highly qualified teachers.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase parent participation and support within the school community.
- Strategic Objective # 1: By June 2012, parent involvement in PTA, School Leadership Team, and other school- home partnership will increase by 5%

Comprehensive needs assessment

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

After examining students' attendance and performance we realized that parental involvement has been low. We decided that there must be a school - home connector. Parents need to be actively engaged in their child's academic life.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The school will provide assistance to parents in understanding topics such as, the State's academic content standards, the State's student academic achievement standards.
- The school calendar will be disseminated each month to parents
- School publications will be used to apprise parents of important upcoming events.
- Through the efforts of the Parent Coordinator, the PTA president and Vice President outreach will be made to parents outreach will be made to all parents.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops- to develop a series of workshops that address how parents can help their children in school. Include a series of workshops that will help parents achieve their goals. Workshops should include ways to meet parental needs to better support their children including financial assistance, exposure to technology and library media.
- School Leadership Team – This group organized to include staff, parents and administration is essential in determining the needs of parents and students at the school. Monthly meetings and provision of space in school where parents can meet is important to increasing parental involvement.
- Curriculum Nights – Opportunities for parents to meet staff and become familiar with curriculum and the expectations for the students in school.
- Family Math and ELA Night- Parents attend workshops where they learn strategies to support their children's growth in ELA and Mathematics as well as hands on activities that can be replicated at home.
- Parent Book Clubs- Parents come in to read as they model for their children the importance of reading.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administration and the hiring committee attend career fairs. The hiring process includes an interview with administration and staff, a school tour to familiarize candidates with the school culture and a demonstration lesson observed by staff members and administration.
- Maintaining an “A” on our progress report
- The school offers enrichment activities and intervention programs to ensure success for all
- We have a culture of cohesiveness and community partnership

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Manhood Training Program addresses the needs of students via advisory, conflict resolution and career planning.
- Literacy and Math is infused in our Arts program which include steel pan, ceramics and dance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Monies provided by program such as 21st century augment the school budgetary resources and staff to maintain the arts and mentoring programs as well as, the Saturday Academy.
- Use program resources to help participating children meet the State Standards
- Ensure that planning for students served under this program is incorporated into existing school planning
- Help provide an accelerated, high quality curriculum
- Coordinate with and support the regular educational program
- Provide instruction by highly qualified teachers.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

5. Attendance

Goal: To improve students' attendance.

Strategic Objective # 1: By June 2012, student attendance will increase by 2%.

Comprehensive needs assessment

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

After analyzing the data on students' achievement and attendance our needs assessment guided us in developing our attendance plan. School year 2010-2011 our overall attendance for the school was 89%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Generating the RCUA to track potential 407s and consistently scheduling outreach such as daily telephone calls, the telephone messenger, home visits, letters to homes.

 - Celebrating 100% attendance.
 - Weekly Leadership attendance meetings.
 - Monitoring of attendance (calendar posters throughout school).
 - Guidance Intervention to Counsel Students.
 - Letters are sent to teachers with improved and need improvement for attendance.
 - Daily communication with parents by phone informing them of their child's absence or lateness.

Responsible Members

- Principal
- Assistant Principal
- Teachers
- Parent Coordinators
- Guidance Counselor
- Home attendant
- Paraprofessionals

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Workshops- to develop a series of workshops that address how parents can help their children in school. Include a series of workshops that will help parents achieve their goals. Workshops should include ways to meet parental needs to better support their children including financial assistance, exposure to technology and library media.
- School Leadership Team – This group organized to include staff, parents and administration is essential in determining the needs of parents and students at the school. Monthly meetings and provision of space in school where parents can meet is important to increasing parental involvement.
- Curriculum Nights – Opportunities for parents to meet staff and become familiar with curriculum and the expectations for the students in school.
- Family Math and ELA Night- Parents attend workshops where they learn strategies to support their children's growth in ELA and Mathematics as well as hands on activities that can be replicated at home.
- Parent Book Clubs- Parents come in to read as they model for their children the importance of reading.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Administration and the hiring committee attend career fairs. The hiring process includes an interview with administration and staff, a school tour to familiarize candidates with the school culture and a demonstration lesson observed by staff members and administration.
- Maintaining an "A" on our progress report
- The school offers enrichment activities and intervention programs to ensure success for all
- We have a culture of cohesiveness and community partnership

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Manhood Training Program addresses the needs of students via advisory, conflict resolution and career planning.
- Literacy and Math is infused in our Arts program which include steel pan, ceramics and dance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
Monies provided by program such as 21st century augment the school budgetary resources and staff to maintain the arts and mentoring programs as well as, the Saturday Academy.
- Use program resources to help participating children meet the State Standards
- Ensure that planning for students served under this program is incorporated into existing school planning
- Help provide an accelerated, high quality curriculum
- Coordinate with and support the regular educational program
- Provide instruction by highly qualified teachers.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	14			14	0	0	0
7	17	5			7	0	0	0
8	12	7			5	0	0	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	To improve each student's learning we have implemented a modified Team-Teaching instructional approach that utilizes both teachers collaboratively together to provide instruction to students. The ESL teacher utilizes a push in-pull out model and the SETTS teacher services mandated students. We also differentiate and scaffold instruction to meet the learner's needs using the Achieve 3000 and I-Ready Program. We also offer small group instruction in our Extended Day (Monday- Wednesday), After-School Program (Tuesday & Thursday) and Saturday Academy
Mathematics	To improve each student's learning we have implemented a modified Team-Teaching instructional approach that utilizes both teachers working collaboratively together to provide instruction to students. Teacher utilizes a push in-pull out model and the SETTS teacher services mandated students. We also differentiate and scaffold instruction to meet the learner's needs. We also offer small group instruction in our Extended Day (Monday- Wednesday), After-School Program (Tuesday & Thursday) and Saturday Academy
Science	To improve each student's learning we have implemented a modified Team-Teaching instructional approach that utilizes both teachers working collaboratively together to provide instruction to students. We also integrate inquiry based learning and science lab. We also differentiate and scaffold instruction to meet the learner's needs. We also offer small group instruction in our Extended Day (Monday- Wednesday), and Saturday Academy
Social Studies	To improve each student's learning we have implemented a modified Team-Teaching instructional approach that utilizes both teachers working collaboratively together to provide instruction to students. We also integrate Document Based Questions Instruction and differentiate and scaffold instruction to meet the learner's needs. We also offer small group instruction in our Extended Day Monday - Wednesdays.
At-risk Services provided by the Guidance Counselor	We have implemented a pull-out and push-in program to address those students with learning variances including target populations, ELL and Special needs.
At-risk Services provided by the School Psychologist	To improve each at-risk student's learning we have implemented a modified pull-out program to monitor the student's needs.
At-risk Services provided by the Social Worker	To improve each at-risk student's learning we have implemented a modified pull-out program to monitor the student's needs

At-risk Health-related Services	To improve each at-risk student's learning we have implemented a modified pull-out program to monitor the student's needs
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INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

M.S. 267's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

M.S. 267 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

M.S.267 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

M.S. 267 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 16k267 **School Name:** Math, Science and Technology

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) not required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

MS 267 analyzed the data from the State exams and discovered that that 78% of students did not meet proficient level in ELA. This group belongs to the economically disadvantage of the school. Through inquiry we also discovered that teachers were not differentiating instruction to meet the varied need of students. AIS need to be restructured to ensure students were having access to resources that would be the catalyst to push them to a level 3 or 4 in ELA.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

MS 267 will use the grant monies to support the Literacy for students in grades 6-8 through Professional Development. This support will be targeted to include reading and writing strategies. Differentiation of instruction work would include but not limited to: conferring, small group instruction, guided reading, etc. They will also provide staff with ways they can use data to inform instruction. Students on the other hand, will be required to increase their volume and stamina in reading and writing. Additional books would be bought to support their reading levels-low-level high interest nonfiction books.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

These funds will be used to help students reach proficient levels in ELA. This will be achieved by providing teachers with skills on how to differentiate instruction to meet the leaning needs of all

students. After analyzing the data specific skills were highlighted that teachers to master for students to have deeper comprehension of the text.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The staff developers will co-teach with teachers to help them support the students in their classroom. They will also plan lessons for the Units of Study working on the Teaching Points for the specific units.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Letters will be sent home to parents in English, Spanish, French and Bengali, describing the school's identification for school improvement and the choices available to them.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Kathy Pelles	District 16	Borough Brooklyn	School Number 267
School Name The Math, Science and Technology			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Patricia King	Assistant Principal Ms. N. Davis
Coach Ms. I. Arce	Coach type here
ESL Teacher Mr. Arzola	Guidance Counselor Mr. G. Charles
Teacher/Subject Area Ms. S. Mitchell	Parent Ms. Lewis
Teacher/Subject Area Ms.C. Tucker	Parent Coordinator Ms. Rivera
Related Service Provider Ms. Greenberg	Other type here
Network Leader Ms. Patricia King	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	350	Total Number of ELLs	25	ELLs as share of total student population (%)	7.14%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. M.S. 267 offers a “free-standing” ESL program to new students who score below the LAB-R cut-off scores and returning students who are entitled to be serviced. The offering for returning students is based upon the scores that the student attained on the NYSESLAT examination. The number of students who will be required to receive ESL services will not exceed the amount of twenty, because the influx of new students that does not seem likely to occur. Currently, there are 26 students who are part of the ESL program because they have not been able to test out. They have not attained a score of Proficient on the NYSESLAT examination. The possible new students are identified by looking at the HILS forms that are completed by the parents when the student is being admitted into the school. The RLAT, RLER and RYOS reports are attained from ATS in order to see the number of students that are currently in the system that require services in the school building. All students who are receiving ESL services are administered the NYSESLAT examination in the spring, and their eligibility is attained from the ATS system. The names of the students are verified by the ESL provider with the list that she has of all students that are serviced in the school building.

2. The school conducts an orientation for all parents whose students have been flagged as not having English as their language on their HILS form. This orientation is conducted by the ESL provider from the school. The Home Language Survey, (HILS), is what determines whether the student gets administered the Language Battery Assessment, (LAB-R). After the LAB-R is administered the score that they attain is what determines whether they will qualify to be part of a Freestanding ESL Program, Dual Language Program or a Transitional Bilingual Program. The program choice that is offered at M.S. 267 is a Freestanding ESL program, and the parents are made aware that they have the option of transferring them to another school if their desired selection is not offered at M.S. 267. The trend in the selection forms have displayed that the parents of this community opt for their child to attend the Freestanding ESL program that is offered at this school.

The parents are provided with an entitlement letter which is what will give the parents the right to choose the proper educational language program for their child. An orientation takes place and a program is selected. The options that are available for their selection are provided and the information is provided in their native language. After the program selection the student placed within the 10 day timeframe of identification and selection into the selected parental choice. Informational brochures with information about the different program selections are also distributed in the parent orientation.

3. The required letters are collected with the signatures from the parents by the ESL provider. The students who do not test out of the LAB-R examination or attain a Proficient on the NYSESLAT examination are placed into the Free-Standing ESL program at is offered at the school. All of the documents are provided to the parents in their native language.

4. All of the newly admitted students who are identified as being an ELL student receive an entitlement letter, in their native language. The documents that are provided to the parent are the Parent Survey and Program Selection in the home language. This document provides the student’s level, whether its beginner, intermediate or advanced), course placement and courses offered by the school. M.S. 267 only offers a Free-Standing ESL program; no bilingual programs are offered. The letter further details the option that

the parent has of transferring their child into another school where their desired program selection is available.

5. After a close review of the parent Survey and Program Selection forms, the parents tend to opt for the Free-Standing ESL program.

6. The programs offered at M.S. 267 are aligned with the requests of the parents because it is their selection for a program. The parents trend is to select an ESL program model, therefore, we have not had the need to plan for the implementation of another program model.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							6	6	13					25
Total	0	0	0	0	0	0	6	6	13	0	0	0	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

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

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	15	0	5	5	0	1	5	0	4	25
Total	15	0	5	5	0	1	5	0	4	25

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	5	9					19
Chinese														0
Russian														0
Bengali							1	1	3					5
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	6	13	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1-4 The students who are still at a beginner or intermediate level receive 360 minutes of ESL instruction. Half of the 360 minutes the pull-out program model is implemented. The other half the push-in program model is implemented to complete the mandated 360 minutes that they are allotted. For the advanced students their mandated 180 minutes is implemented the same way. Half of the time there are pulled out from their classes, (not content area subjects), and the other half the ESL provider pushes in to their classes. The primary goal of the ESL program is to provide a supportive environment for all students. In order to assist the students in achieving progress we:

- Collaboratively plan out the units that are provided by the Reading and Writing Project from Teacher's College.
- Use scaffolds to provide support for the ELL's
- Use conferencing notes and data from assessments to plan out and educational plan for the student.
- Use EIS and Academic Enrichment time to strengthen literacy and language skills.

The content area teachers work in collaboration with the ESL provider to provide support for the students. Some of the supports include:

- Define content area vocabulary visually and in print in order to make the language comprehensible for the ELL student.
- In Mathematics the use of additional visual aids, (tables, charts), are used to make the content comprehensible for the learner.

Word problems are broken down in order for the learner to comprehend.

- In Science the use of PowerPoint presentations and hands on experiments makes the work comprehensible for the learner.

The Balanced Literacy Approach is used along with the ESL methodologies when presenting the lessons to the ELL student population, which includes Newcomers, Long-Term ELL's and ELL's who have been classified as having a special need. A multi-genre leveled library is used to support instruction. The books are appropriate because they are at their specific reading level. In addition, a listening center is used to help support the instructional process. ESL methodology as well as the use of technology is used to make content comprehensible for students. During ESL, The Rosetta Stone Program is used to provide language enrichment for the learner. In addition, the Attanasio and Associates: Getting Ready for the NYSESLAT is used to provide academic support for out ELL's.

Collaboration amongst the special need teacher and ELL teacher occurs throughout the year. There are times that the reason for which they are classified as having a special needs influences in the student not being able to test out. A closer look of the NYSESLAT examination results is taken to identify the areas that must be targeted in order for all learners to receive the appropriate support.

The books that are provided to the ELL's are appropriate because they are at their specific reading level. ESL methodology as well as the use of technology is used to make content comprehensible for students. During ESL, The Rosetta Stone Program is used to provide language enrichment for the learner. Paste response to questions 1-7 here

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

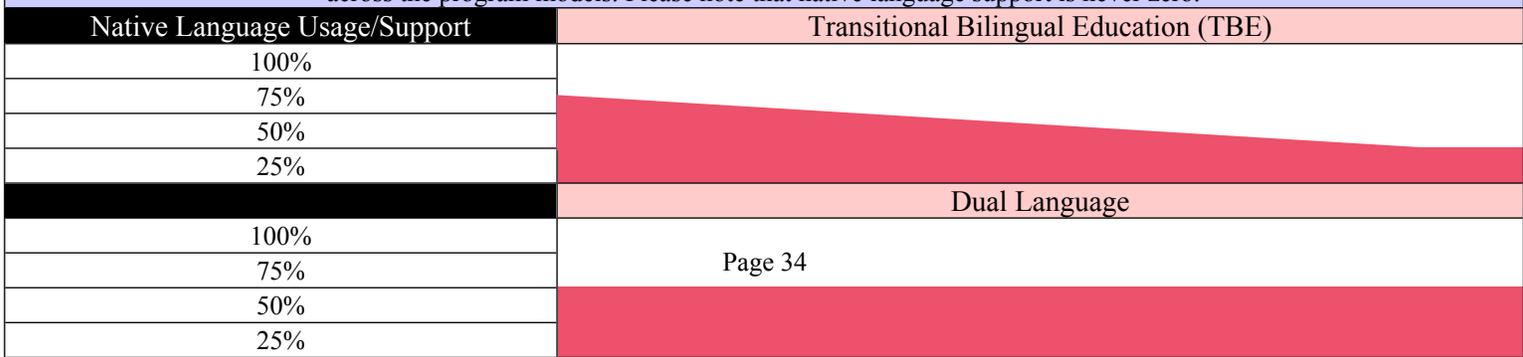
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

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

8. There are afterschool programs offered to provide academic tutoring as: Academic Advantage; Success for All Students and Young Scholars Academy. The Ell's are also offered the opportunity of being part of The Super Saturday Program which is offered before the state exams. There is also a Saturday Academy available that helps the students with their academic subject which runs from October-June. The students also receive additional support during their academic enrichment period, in which they receive more individualized support with their academics.

9. In addition to me previously mentioned services all students will receive the extended testing time, glossaries and dictionaries .
10. There are presently no new programs or services for the upcoming school year.
11. There are currently no plans to discontinue programs or services for Ell's.
12. There is an academic tutoring program afterschool provided by Academic Advantage. The Ell's are also offered the opportunity of being part of The Super Saturday Program which is offered before the state exams. There is also a Saturday Academy available that helps the students with their academic subject which runs from October-June. Additionally there are other program options for the students to participate in as are Ceramics, Graphic Arts, Choir and Hip-Hop Dance. Translation and interpretation services are available for the parents of the students who are in the Freestanding English as a Second Language Program. Support is also provided by staff members who are able to serve as interpreters for the parents whose first language is not English.
13. Multiple texts, content-area glossaries, classroom reading libraries, media, overhead projectors, maps computers and internet sites are used to help support the instructional process.
14. All of the instruction that occurs is in English, however, the ESL provider speaks Spanish and Romanian if needed. The use of translating machine online is also used. Translators are available for parent meetings, letters, IEP meetings, etc. Glossaries and dictionaries are also provided to the students for school in school and at home.
15. All services and resources correspond to Ell's ages and grade levels.
16. Tthe school conducts an orientation for all newly enrolled students. Core subject area teachers are there to discuss the expectations in relation to academics and behavior. Translators are available is needed.
17. No language electives are offered at this time.Paste response to questions 8-17 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1-3 The ESL provider is an active participant of Regional Staff Development dates that are made available. The provider also participates in the Teacher's College Reading and Writing Project staff development dates that occur in the school building. The ESL teacher is part of all workshops and staff development dates. The ESL provider is actively involved in the professional development days so that the information that is provided can be implemented into the ESL program. I provide the staff with scaffolds to help inform their instructional process. All teachers have received the mandated 7.5 hours of Ell training as per Jose P. All staff are encouraged to attend Reginonal Staff Development dates.

E. Parental Involvement

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

The school conducts an orientation for all learners, including the ELL's, at which point standards, assessments, school expectations - behavior, academic, are discussed. All newly admiitted students who are new to the school system have entitlement letters that are provided to them in multiple languages, within ten days of their admission. These are inclusive of the Parent Survey and Program Selection in the home language. These letters indicate the student's level (Beginner, intermediate or advanced) and their course placement is restated . The letter further advises parents of their right to the option of transferring their child if their program choice is not available in the school. The school fully recognizes the importance of parental involvement to ensure the success of the Ell's, therefore, every effort is made to support the parents and their children. The orientations take place re needed thoroughout the schools year for the parents of Ell's and every accomodation is made to ensure their presence. As needed, translators are made available, and the video and the literature that is presented is in their home language. Progress reports are sent out to the parents throughout the school year so that the parents are made aware of their child's academic process.

At the various parent workshops that are conducted by the Parent Coordinator surveys an information about the needs are attained. Based on the information that is attained from the workshops, as well as from the formal and informal communication that occurs with the parents, the needs of the parents are addressed.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							5	4	3					12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	6	2					9
Advanced (A)							1	4						5
Total	0	0	0	0	0	0	7	14	5	0	0	0	0	26

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: M.S. 267

School DBN: 16K267

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
16k	Principal		11/10/11
	Assistant Principal		11/10/11
	Parent Coordinator		11/10/11
	ESL Teacher		11/10/11
	Parent		11/10/11
	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		11/10/11
	Coach		11/10/11
	Coach		11/10/11
	Guidance Counselor		11/10/11
	Network Leader		11/10/11
	Other		1/1/01