



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)



SCHOOL NAME: MATH SCIENCE AND TECHNOLOGY INSTITUTE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K267

MS 267



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	
Wesley Ramsey	*UFT Chapter Leader or Designee	
Denise Lewis	*PA/PTA President or Designated Co-President	
Cornelia Tucker	Teacher	
Colin McDonald	Teacher	
Merlin Rosal	Teacher	
Irene Arce	Teacher	
Shana Harper	Member	
Emilia Valdez	Member	
Ricarda Reyes	Member	
Joan Corbin	Member	
Corey Aiken	Member	
Lori McMitchell	Member	
Tyisha Palmer	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.

Literacy Focus: To improve the lexile levels by 20 points for of all students through high expectations and rigorous opportunities in English Language Arts. All the content areas will support the literacy focus as we read, write, speak and listen for college and carrier readiness. Close attention will be paid towards the current text complexity band of 860-1010 and the stretch band of 925-1185. Notable gains will be tracked via Achieve 3000 and further developed using close readings in all disciplines.

Strategic Objective #1: By June 28, 2013, we will align all three Common Core Shifts in Literacy to each unit of study across the content areas.

Strategic Objective #2: By June 15, 2013, we will create academic benchmarks in Science, Social Studies and ELA to assess notable gains in academic achievement of 10% or more in a total of four Common Core Text and Task Sets.

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 literacy needs assessment guided us in developing our tiered 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. While we have received notable gains, we are now targeting the lexile levels of all children to document specific skill targets that address their gap analysis in literacy development and performance in English Language Arts. Listed below are the results of the New York State Exam for ELA 2011-2012 as per NYSTART.

- 11% of our students perform at Level 1 in ELA, 51% are at Level 2 and 37% are at Level 3 and 1% are at Level 4

After analysis and correlation of this specified data and a review of our Common Core aligned teaching practice, the following needs must be addressed to continue to move our students toward the state and city performance standards and to meet their secondary and post secondary goals:

- Analyze lexile data via Achieve 3000 and bi-yearly DRA Assessments to create targeted literacy interventions during Academic Enrichment and Literary Elements.
- Ensure all Special Education and ICTT teachers attend professional development training offered by Aussie and our CFN.

- Level libraries and ensure students are matched with their “Just Right Books”.
- Create an individualized learning plan and SMART goals for each student by maintaining and sustaining teacher-conferring binders.
- Provide Lab sites where teachers and students will engage in effective best practices such as implementing UDL principles, literacy across the content areas, flexible grouping, data conferencing, running records, Common Core text and task sets and ICTT Collaboration.
- Monitor the volume of reading in all English Language Arts classes by collecting and analyzing reading logs and reading notebooks adorned with actionable feedback.
- Provide additional opportunities for students’ use of technology and laboratory access for our targeted population of students.
- Reinforce and develop teacher skills in implementing the Reading and Writing Workshop Model across the curricula.
- Infuse the three literacy shifts in the Common Core across all disciplines; implement a monthly close reading using non-fiction and informational texts across the curriculum.
- Content area teachers will plan with ELA teachers to develop strategies to infuse literacy development in their content.
- Instructional Learning Walks will be implemented school wide to demonstrate best practices and to promote promising learning and leadership among the staff.
- All subject area teachers will participate in monthly learning walks via the ELA classes to garner reading and writing strategies to infuse into their classroom practice.
- Administer benchmark assessments in all content areas to monitor students’ progress through the use of itemized skill analysis and a targeted action plan.
- Implementation of quarterly Text and Task Sets will be infused and propel our Inquiry Work as we analyze student performance standards using the LDC Framework.

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) Ninety-minute literacy block (Balanced Literacy/Workshop Model) furnished with daily writing and independent reading to instill reading and writing volume and stamina.

b) After school and Saturday Scholars Academy classes for ELL, IEP students, Special Education and General Education students identified as at risk of not making adequate yearly progress.

c) Students are grouped according to identified instructional gaps and targeted needs and are provided with small group skill based instruction.

Faculty, and department, 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 data driven action plans. Professional development provided at faculty and department meetings, and the teacher observation process using the Teacher Effectiveness Program via Danielson Pilot will support the workshop model and the differentiation of instruction in a Balanced Literacy classroom. d) From August 2012-June 2013 We will be aligning of the Common Core State Standards and implementation of our quarterly Text and Task Sets in: ELA, Science, Math and Social Studies will propel literacy across the content areas. Monthly teacher goal setting and academic benchmarks to assess notable gains in literacy and a gap analysis to encompass the needs of students in the identified subgroups.

Responsible Members:

- Principal
- Assistant Principals
- 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.
 - Training and professional development for parents and staff using our website powered by Echalk
 - Regularly scheduled parent and school meetings: School Leadership Team and Parent Teacher Association Meetings
 - School Events such as Curriculum Night, Parent-Teacher Conferences, ELA and Math Family Night
 - Phone Messenger
 - Access to Skedula via Datacation for Parents to access student information thru the Parent Portal
 - Personal phone calls and emails to parents
 - Home visits
 - Notices / Letters and Special Announcements via our website to parents
 - Provide written and verbal progress reports that are given quarterly to keep parents informed of their children's progress
 - Provide special events for parents: Dad's Take Your Child To School Day!

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.

Open the lines of communication with universities to allow for high qualified student teachers. Host the Common Core Labsite to engage and invite highly qualified teachers into the building on a monthly basis and to engage in interactive learning activities in Science, Math, ELA and Social Studies.

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.

In conjunction with the Trust for Public Land Project and the American Littoral Society the coordination of interactive service learning activities that embed literacy across the content areas serve as the pillars of our service-learning program. The beautification and redesign of our public playground is in process along with ongoing littoral clean up via our public beaches to prevent litter, waste and to promote environmental preservation.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'13 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.

We will utilize our Title I funds will be utilized to purchase classroom libraries to support reading in the content areas. PD offering will also be used to help develop teachers with the Common Core and Teacher Effective Program. 30Laptops and 70 I pads will be purchased to integrate technology into the curriculum. 32 Teachers will use programs like schedula to track students' progress. Computer based resources like Achieve 3000 will be purchased to help students with their reading as they move along the continuum.

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.

Mathematics Focus:

Strategic Objective 1: By June 28, 2013, we will align all three Common Core Shifts in Mathematics to each appropriate unit of study.

Strategic Objective 2: As part of our Common Core Labsite work, we will create our own quarterly Performance Based Assessments in Mathematics (October, December, February, May) to assess notable gains in academic achievement of 10% or more as noted by our summative assessments.

Strategic Objective 3: By June 2012 we will have an increase in performance levels of three and four on the NYS assessments in Math by 10%.

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 aided us in developing our tiered instructional plan. Currently our students' performance level in mathematics as per the New York State Exam as per NYSTART is:

- 8% of our students perform at level 1 in Mathematics; 42 % at level 2 and 49% at level 3 and 4

As a response to our comprehensive need we have made the following ramifications to address student achievement standards that will encompass our entire student body.

- Analyze formative and summative student data to monitor instructional shifts and gaps.
- Infuse literacy standards across curriculum to extend our mathematical practices in a coherent and strategic way.
- Inter-visitation will be implemented school wide to foster a professional learning community in which math can be applied and grappled with in other content areas.
- Administer benchmark assessments and monitor students' progress through the use of itemized skill analysis to increase academic achievement.
- The infusion of math journals and student portfolios will demonstrate academic growth and fusion of disciplines.
- All subject area teachers will inter-visit into the ELA classes to garner innovative reading and writing strategies that can be easily applied.
- Provide teachers with a plethora of instructional resources for classroom libraries that are aligned with the Common Core State Standards.
- Ensure all Special Education Teachers and General Education Teacher collaborate during their common planning sessions.
- Provide additional opportunities for students' use of technology and laboratory access for their targeted population.
- Reinforce and develop teacher skills in implementing the Workshop Model across the curricula.
- Increase the level of parent participation in the building and parent involvement at home by 10%.
- Highlight the use of technology to promote parent participations via school based programs and activities.

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.
 - e) Responsible members
- a) Ninety-minute math block (Workshop Model) including daily journal writing and rotational problem solving exercises that scaffold mathematical reasoning.
After school and Saturday classes for targeted students grouped according to identified skill targets, Common Core Shifts and mathematical performance standards
- b) Intensive Common Core Professional Development in Mathematics that promotes best practices, differentiated instruction, and effective implementation of the Workshop Model will be ongoing. Implementation of quarterly Text and Task Sets will be infused and propel our Inquiry Work using the MDC Framework
- c) Daily exposure of students to cognitively challenging word problems that align with the mathematical shifts and bends in the Common Core.

- Using the MDC templates students will engage in multiple forms of complex thinking with the justification of their mathematical reasoning.
- d) The instructional timeline will span from August 2012-June 2013 with Monthly benchmarks to assess academic performance pre and post Text and Task Set completion.
 - e) Responsible Members will be all key instructional leaders and the six designated Common Core Leads, Principal and Assistant Principals

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.

As we plan to open the lines of communication for all key stakeholders in our school community, the following listed initiatives will serve as a catalyst to implement a key understanding of mathematical practices and current instructional expectations.

- Echalk training and professional development for parents and staff to gain a clear understanding of student academic expectations, assistance and daily homework assignments
- Skedula training for professional development for parents and staff to have instant communication with support staff, teachers and administration. Progress Reports and Report Cards will also be made available via this portal
- Regularly scheduled parent and school meetings, that is, School Leadership Team Meetings, and Parent Teacher Association Meetings
- School Events such as curriculum nights, parent-teacher conference and Math Family Night
- Phone Messenger service will serve as liaison for instant communication
- Personal phone calls to parents will be made and logged via Skedula
- Home visits provided by our guidance department will serve as a means to support the social-emotional wellbeing of our children

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.

Partner with local universities to promote teacher best practices and to infuse a student teacher liaison. In addition. Monthly learning walks will align strategic achievement with notable gains in teacher practice. Further outreach will be held to ensure that staff receives credible courses for their ongoing development based on our Teacher Effectiveness Program PD plan and keen instructional repertoire of offerings.

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.

The DINI Gant will provide a means for us to host the ASCD Curriculum Mapping Institute in which mathematical alignments to the Common Core State Standards will be applied.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’13 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.
- Title I Focus Money will be used to fund 11 math Teachers per session opportunities afterschool and on Saturdays and Super Saturdays to provide additional

support for teachers. Money will also be used to provide PD opportunities for teachers to unpack the Common Core State Standards. Students will use technology in the form of Khan Academy to provide additional support for struggling students and to enrich the high achievers.

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.

Technology Innovation:

To propel the use of 21st century skills in all aspects of teaching and learning.(JIT Review)

Strategic Objective #1: By December 2012, we will utilize a plethora of technological innovations to infuse 21st century skills to promote college and career readiness. Notable innovations include: Safari Montage, Achieve 3000, Flocabulary, Aris, ILearn, Skedula and Echalk. The aforementioned technology serve as means to promote an array of premium instructional content, response to intervention for literacy, enrichment and a student information system to promote a data driven classroom that is driven by student inquiry.

Strategic Objective #2: By June 15, 2013, we will assess the overall impact of each innovation to validate its contribution to our area of need and its correlation to our notable gains in literacy.

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.

As noted in our JIT review in 2012, our school is barren with 21st century initiatives in both teaching and learning. As a response to this intervention, we developed key initiatives that will ignite technological advancements for both students and teacher alike.

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) The use of Safari Montage, Teq equipment SMART Boards, tools and notebook software, Echalk, Achieve 3000, Datacation, Flocabulary and the implementation of a premium Kiosk will be integrated into our daily ritual and routines.
- b) Teachers will provide additional opportunities for students to interact with Safari, Achieve 3000, Echalk and Flocabulary to stimulate academic center activities and promote individualized instruction.
- c) Intensive Professional Development to promote best practices and effective implementation of all noted activities will be ongoing and teacher led via our Professional Learning Communities
- d) Exposure of students to innovatively complex hardware and software will engage students in complex forms of engagement and readiness while applying 21st century skills.

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.
- Monthly training and professional development for parents and staff: Bullying, Depression, Academic Awareness etc.
- Regularly scheduled parent and school meetings, that is, School Leadership Team Meetings, and Parent Teacher Association Meetings
- School Events that infuse all technological innovations. Ie: Skedula, Echalk, Achieve 3000 and Aris
- Website development and email blasts to spread the word of key initiatives and small group demonstrations
- Phone Messenger to promote public awareness of all school-wide events

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.

The collaboration with CUNY interns to promote key ideas and strategies to circumvent technological issues. The use of PCredit and UFT offerings to engage teachers in online collaboration and development infusing 21st century skills in their daily practice. The collaboration of Teq equipment PD to demonstrate key practices using the SMART Board and Notebook software and tools.

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.

Title I funding along with a grant from our designated senator will be used to infiltrate our computer needs in the amount of 100,000.00. This fiscal notable financial gain will help to guide and promote student, parent and teacher use of 21st century tools and applications.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'123PS 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.

Title 1 focus money will be used to purchase resources for 32 teachers and 315 students namely Safari Montage, Flocabulary, Achieve 3000, and I-Ready. These resources will support the teaching and learning in our school. Teachers will be provided with tons of non-fiction articles to prepare learning experiences for the students. Achieve 3000 is a differentiated program which targets instruction for the struggling students as well as provide supports for the high achiever.

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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

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.

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.

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.

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.
Title I focus money will be used to develop parents in the form of workshops of their choice. An automated system-School Messenger will be purchased to inform

parents of the activities of the school.

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.

Goal #5

- To improve parental involvement and community outreach.

Parents & Community Outreach:

Strategic Objective 1: By January 15, 2012 we will increase our modes of communication between key stakeholders of our school community by 25%. The implementation of our school website: www.ms267 will house pertinent information to inform parents of relevant information in real time.

Strategic Objective 2: Bi-monthly parent and community workshops will be held to promote civic involvement and awareness of relevant teen issues. Key outreach to our neighboring community will embrace our partnership with our Trust for Public Land Partnership as our students and parent alike will redesign our Community Park starting October 2012 thru July 2013.

Comprehensive Needs Assessment

5. 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 community school located in Bedford-Stuyvesant is in need of a dire revitalization for our physical space. As we partnered with the Trust for Public Land, our adjoining schools in the building and further infused parent, teacher and student voice; our comprehensive need is being met.

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.
 - a) Provide opportunities for parents to collaborate and work in the community
 - b) Provide ongoing professional development for parent to support their children instructionally
 - c) Fundraising and Charitable causes to set an example worth following
 - d) The use of our website to pioneer new enhancements to our physical space and maintenance of our improvements
 - e) Ongoing parental outreach using Phone Messenger, Email Blasts and online announcements

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.

Collaboration with community partnerships on Brooklyn to promote awareness in revitalizing our physical space, healthy eating and energy and waster conservation and recycling preservation.

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.

As a response to intervention and geared towards our sustainability plan, we will implement Recycling efforts with paper, waste, cans and lunchroom disposables school wide

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.

Title 1 focus money will be used to purchase E-chalk who will power our online page. This system will communicate with parents regularly to keep them informed. 315 students will be able to access their homework and instructional resources from their 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
	# of Students Receiving AIS	# of Students Receiving AIS
6	20	14
7	17	5
8	12	7

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 lexile level we have implemented a modified Instructional Team-Teaching instructional approach that utilizes both teachers collaboratively together to provide targeted instruction. The ESL teacher utilizes a push in-pull out model and the SETTS teacher services mandated students. Literacy driven skill targets are differentiated and properly aligned to meet the learner’s needs using Achieve 3000, DRA assessments, Aris and I Learn. We also offer small group instruction in our Extended Day (Monday- Wednesday), After-School Program (Tuesday & Thursday) and Saturday Academy to promote a clear line of

	Mastery.
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 mathematical instruction to a cohort of students. Both teachers utilize a push in-pull out model and the SETTS teacher services mandated students. Flexible groups that apply kinesthetic modes of instruction and delivery to meet the needs of all learners. We also offer small group instruction in our Extended Day (Monday- Wednesday), After-School Program (Tuesday & Thursday) and Saturday Academy.
At-risk Services provided by the Guidance Counselor	We have implemented flexible programming to address the at risk services needed for this cohort of students with learning and emotional variances.
At-risk Services provided by the School Psychologist	To improve each at-risk student's learning we have implemented a modified pullout program to monitor the needs of all students.
At-risk Services provided by the Social Worker	To improve each at-risk student's learning we have implemented a modified pullout program to monitor the social needs to adapt to varying degrees of services that can impact academic and behavioral achievement.
At-risk Health-related Services	To improve each at-risk student's learning we have implemented a social-emotional plan to monitor ongoing academic advancements and achievements.

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

- Providing materials and training to help parents work with their children to increase academic 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 with steadfast support and outlets to express concern.
- Providing emotional assistance to parents in understanding various 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 and apply.
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural and financial competency in order to build stronger ties between parents and other members of our school community.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including those of whom English is a second language and with social and emotional 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 rigor and equity of our school. The findings of this evaluation will be conducted via a school survey and feedback forms will be used to design targeted strategies to more effectively meet the needs of parents, and enhance the school's Title I program. We will provide steadfast utilization of resources and ongoing procedural development to maintain and sustain all programs.

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 promote the following promising practices:

- a) 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.
- b) Engage parents in academic discussion and keen decision making regarding the required Title I funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- c) 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.
- d) 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 and self-advocacy skills.
- e) Maintain a Parent Coordinator (to serve as a liaison between the school and all MS 267 families. The Parent Coordinator 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 via our school website each month and file a report with the central office.
- f) 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 parental capacity to help their children navigate safely and efficiently at home.
- g) Provide ample opportunities for parents to mind the gap of our knowledge of our accountability systems: i.e.: NCLB, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
- h) 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.
- i) 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.
- j) Translate all critical school documents and provide interpretation during meetings and events as needed.
- k) 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.
- l) Our school will further encourage school-level parental involvement by:
 - Holding an annual Title I Parent Curriculum Conference
 - Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- Using academic learning timely and efficiently
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum aligned to the Common Core State Learning Standards
- Offering a high quality instruction in all content areas that encompasses a Common Core Aligned Text and Task Set
- Providing targeted 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 via Skedula and Echalk.
- 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 parents who have limited English proficiency.
- 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 and supportive learning community for students in which a welcoming and respectful environment for parents and guardians is apparent.
- Assisting parents in understanding academic achievement standards and assessments. Knowledge as to how to monitor your 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.
- Monitor daily reading of 45 minutes each night and ensure proper compliance with his/her daily reading log.
- 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 each day).
- 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 within 24 hours 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 in all respects.

III. Student Responsibilities:

- Attend school regularly with all required homework and supplies.
- Arrive on time and with our school uniform.
- Adhere to the school rules and be responsible for my actions.
- Show respect for other people, their property and myself.
- Set an example worth following.
- Try to resolve disagreements or conflicts peacefully.
- Always try my best to learn and accomplish my monthly SMART goals.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	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 [i](#)

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

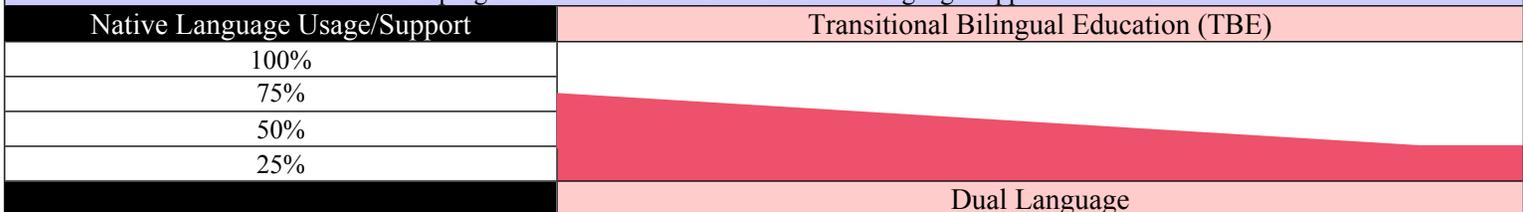
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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

B. Programming and Scheduling Information--Continued

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 Regional 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 admitted 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 throughout 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
Intermediate(I)							1	6	2					9

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Since we are a TC school the Fountas and pinnell assessmensts are used to assess the students reading level. The school uses report cards, progress reports, LAB-R and NYSESLAT information from ATS. In addition, ARIS is used for assessment information for ELL's. ARIS provides data about the ELL's in Content Area subjects. The data is used across the subjects to assess the needs of the ELL's. The data has displayed that reading and writing are the areas that the students need the most assistance in improving. Therefore, the listening and speaking modalities are used to reinforce the literacy skills. The students do not take a test in another language that is not English, therefore, we cannot compare native language skills to second language skills. The success of the program is evaluated by the growth that the student is able to make from one year to the nex

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

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)
	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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16k267 **School Name:** M.S. 267

Cluster: 112 **Network:** CFS

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The parent's are provided with a needs assessment in the major languages that have been identified in the HILS forms and communications are provided in accordance to that information. The parents are provided with an option of Other: _____ in which they are able to specify any other language that may be their L1.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of the school's written and oral interpretation needs are shared to the school community on a bulletin board that is created to share the information that is relevant to Ell's . In addition, the information is immediately shared with the staff in whatever meeting is made available during the week that the data is collected. Also, the parent coordinator is able to share the information with parents in her meetings.

Part B: Strategies and Activities

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

The school will use the services of the translation unit and will use the identified other languages than English that have been identified in Part A. The documents will be sent to the unit, as soon as they are prepared in order to attain an early transmittal. the translation unit may be called to have something translated to the parent if the language is one in which one or two parents are identified as speaking the same language. The parents will come into the school and the translation then takes place. Staff members who are able to communicate in one of the identified other languages is also called upon to translate.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The translation unit is called to translate for parents whose L1 is not English. In addition, staff is also available to translate for the parents. Parents are provided with translation at all school functions and meetings.

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

Each parent will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. In addition, there is a sign that reads notifies the parents that interpretation services are offered at this school. The school's safety plan will indicate the procedures for parents whose L1 is not English so that they are able to understand the appropriate procedures that will be take place during an emergency.