



**2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015**

School Name: MATH, SCIENCE, AND TECHNOLOGY INSTITUTE

DBN : 16K267

Principal: PATRICIA KING

Principal Email: PKING3@SCHOOLS.NYC.GOV

Superintendent: EVELYN SANTIAGO

Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patricia King	*Principal or Designee	
Colin McDonald	*UFT Chapter Leader or Designee	
Robert Gonzalez	*PA/PTA President or Designated Co-President	
Shashana Gooding	DC 37 Representative, if applicable	
Reeva Cordice	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	
Irene Arce	Member/ Teacher	
Denyse Greenidge	Member/ Teacher	
Mr. T. Efthimiades	Member/ Teacher	
Frederick Torres	Member/Assistant Principal, IA	
Gwendelyn Ott	Member/ Parent	

Safiya Harley	Member/ Parent	
Avion Mitchell	Member/ Parent	
Natasha McMullen	Member/ Parent	
Mr. Johnson	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school’s plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor’s Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school’s Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are “SMART” - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school
 - Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
 - Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
 - *Enumerate the strategies and activities that will be implemented to achieve each goal.
 - Identify all *fund sources that will be used for the completion of each activity.
 - List the projected *timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on *page 11 of the CEP.

<u>CEP Checklist</u> <u>All Schools</u>	
Indicate using an “X” in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	§ Annual Goal
	§ Comprehensive Needs Assessment
	§ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	§ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

<u>Annual Goal #1</u>
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing

your goals.

- To increase student achievement levels of General Education Students, ELLs and Special Education Students in English Language Arts.

Literacy Focus: Integrate the Common Core ELA Literacy Shifts by increasing the number of non-fiction texts students read; ensuring that students grapple with complex texts, both fiction and non-fiction; to track and increase the volume and quality of student INDEPENDENT reading through the use of reading logs, tracking this data online so as to target support for students; focus student writing and discussion on textual evidence; increase students' use of academic vocabulary by implementing "Word Generation" across disciplines; do frequent, Common Core-aligned formative assessments to identify student deficiencies, to collaboratively design approaches and strategies to reteach to students' deficiency areas, to reassess, and to repeat this cycle as a means to increasing student learning; support students in their use of a variety of different strategies such as identifying the meaning of unfamiliar words and phrases in context, identifying a text's central idea, and using textual evidence to support their ideas; Teachers will implement writing strategies with a focus on argument, narrative and expository writing.

Strategic Objective #1: By June, 2015, the number of students in Grades 6-8 achieving performance levels 3s and 4s will increase by a minimum of 5% as measured by the Common Core Assessment. These gains will be achieved by aligning instruction and curriculum to the Common Core Learning Standards and engaging in frequent formative assessment cycles

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.

The focus of our tiered instructional plan is to decrease the gaps in literacy revealed by NY State Common Core Exam taken by students in the Spring of 2014. The literacy focus was determined as a result of analyzing the data from last year's Common Core State Exam and the integration of the Common Core ELA literacy shifts into the curriculum. Listed below are the results of the New York State Exam for ELA 2013-2014 as per ARIS.

36.1% of our students performed at Level 1, 52% at Level 2, 9% at Level 3, 2.9% at Level 4.

After analysis and correlation of this specific 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:

- Administer a Common Core-aligned diagnostic at the beginning of each ELA unit to monitor student progress and create targeted literacy interventions.
- Ensure all Special Education and ICT teachers attend professional development training offered by our CFN.
- Level libraries and ensure students are matched with their "Just Right Books."
- Offer students multiple opportunities to grapple with complex texts.
- Increase non-fiction reading by all students.
- Increase specific focused instruction on academic vocabulary through the use of "Word Generation"
- Students will create, review and adjust monthly SMART goals
- Teacher's will create conferring binders and use conference notes to track student progress.

- Schedule grade team meetings weekly where teachers will engage in unpacking the text (CODE -X), looking at student work and share best practices.
- Monitor the volume of reading in all English Language Arts classes by collecting and analyzing reading logs and reading notebooks with actionable feedback
- Provide additional opportunities for students' use of technology and laboratory access for all students.
- Provide iPads for all ELLs students as a way of supporting language acquisition.
- Reinforce and develop teacher skills in implementing the new Common Core aligned curriculum through targeted professional development.
- Infuse the three literacy shifts in the Common Core across all disciplines; implement a monthly 90 minute "read-a-thon" using non-fiction and informational texts to build reading stamina and volume.
- Implement weekly timed writings to build writing stamina and focus
- Content area teachers will plan with ELA teachers to develop strategies to infuse literacy development in their content areas.
- Administer benchmark assessments and monitor students' progress through the use of itemized skill analysis and a targeted action plan.
- Implementation of Performance Based Task as part of every ELA unit. Administer 1 task midway through the unit, analyze student performance using Common Core rubric. Instruction will be directed by the analysis of student performance. Task will be re-administered at the end of the unit and results analyzed to monitor progress.
- Focus afterschool (SASF) instruction on identified gaps

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy-All ELA teachers and administrator will support all students including at risk, ELLs, SWDs and lowest-third with targeted instruction from September 2014-June 2015.

- 1) Ninety-minute literacy block (using a modified Workshop Model) furnished with daily writing and independent reading to instill reading and writing volume and stamina.
- 2) After school classes for ELL, IEP students, Special Education and General Education students identified as at risk of not making adequate yearly progress. These classes will target instruction to build reading and writing volume, skills and stamina.
- 3) Students are grouped according to identified instructional gaps and targeted needs and are provided with small group skill based instruction, for example using *Reading A-Z*.
- 4) After school Special Education students and English Language Learners receive targeted instruction via *Reading A-Z*. Teachers and administrators will monitor progress of students and analyze data generated by *Reading A-Z*.
- 5) Instruction in weekly ELA clinics is based on item analysis of ELA tests and focused on the areas of demonstrated need.
- 6.) Faculty, and department meetings are used to disseminate and review qualitative data from students' reading logs, written work, reading responses and quantitative data from item analysis on summative and formative assessments 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 Danielson rubric for teacher effectiveness will support instruction. Additionally, administrators will focus on modeling specific teaching strategies for teachers during the feedback conversations that connect to classroom observations, and in turn, teachers will role-play with administrators as a means to improving teacher performance along Danielson's Framework. CONTENT FOCUSED IN MEETINGS

B. Key personnel and other resources used to implement each strategy/activity

1. Key Personnel includes: classroom teachers, including EIS, ELA Clinic, Pull-Out, and Push-In teachers; Principal; Assistant Principal; Speech Teacher; and Resource room teacher
2. Other resources include computer software, such as *Reading A-Z*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers meet four to five periods a week by grade to work on the new curriculum and refine instructional strategies. Additionally teachers will meet after school per the UFT contract on Mondays and Tuesdays for 90 and 35 minutes each day respectively.

D. Timeline for implementation and completion including start and end dates

1. The instructional timeline will span from September 2014 to April 2015 in all core ELA classrooms and clinics, with assessments to assess academic performance at the end of each unit of study in ELA classrooms and periodic assessments in ELA clinic.
2. ELA EIS and Push-In/Pull-Out teachers will also maintain a log of assistance that will detail the skills of remediation for reference. These skills will be assessed weekly through conference notes.
3. The instructional timeline will span from January 2014 to April 2015 for SASF After School, with monthly assessments to assess academic performance at the end of each month. MONTH INCORRECT

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Activity #1:

- a) Core ELA Classrooms: *Scholastic Code X* is the Common Core aligned Curriculum used in all ELA classes.
- b) All English classrooms are 90 minutes with 30 minutes of each block dedicated to increasing student reading stamina and volume through independent reading. Teachers monitor student reading and conference with student in creating reading goals and discussing progress. The instructional timeline will span from September 2014 to June 2015, with monthly unit assessments to assess academic performance at the beginning and end of each unit of study.

Activity #2: ELA Clinic

- a) ELA Clinic meets once a week.
- b) Through a grade wide skills analysis of the Common Core Assessment taken by students last spring and ongoing individual skills analysis based on the Code X units; teachers determine an appropriate focus for clinics, and individual students.

Activity #3: ELA Pull-Out

- a) Focusing on at risk students, teachers will work with students using *Reading A-Z* to increase reading lexiles and writing skills.
- b) Students will analyze student progress and confer with students to assist them in creating incremental goals and monitoring their progress.

Activity #4: EIS

- a) Students will read independently and maintain a reading log to chart their progress. Teachers will confer with students to monitor progress, encourage students to set and work toward reading goals.

Activity #5: After School

- a) Students in after-school have varied abilities. These students will be exposed to the *Engage NY, Reading A-Z* as well as teacher made lessons reflective of core classroom work.
- b) The focus will included bridging the skill gap, identified in the item analysis of grade and individual students as well as increasing reading and writing stamina.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Training and professional development for parents during Tuesday Parent Engagement times **FREDDIE WE NEED TO LET GOODING DO A WORKHSOP ON HOW STUDENTS READ AND COMPLETE READING LOGS**
- Regularly scheduled parent and school meetings, especially during Tuesday Parent Engagement times : School Leadership Team and Parent Teacher Association Meetings
- School Events such as Curriculum Night, Parent-Teacher Conferences, ELA and Math Family Night
 - Using Google Spreadsheets to track and monitor engagement with parents
 - Access to Engrade 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: Dads Take Your Child to School Day!

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

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

- To increase student achievement levels for General Education Students, ELLs, and Special Education Students in Mathematics.

Mathematic Focus: Provide students with Common Core aligned curriculum. Ensure there are opportunities for students to grapple with rigorous assignments. The Curriculum, CMP-3, is used to deepen students' Focus on mathematical concepts. Students will extend their conceptual understanding by integrating the mathematical practices as they apply both knowledge and understanding.

Strategic Objective 1: By June 26, 2015, the number of students in grades 6 through 8, achieving performance levels 3 and 4 will increase by a minimum of 5%, as measured by the New York State Common Core Assessment. Academic notable gains will be achieved by aligning targeted instruction, performance bases assessments (INTERIM ASSESSMENTS) and curricula to the Common Core Learning Standards.

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.

The results of the 2014 Common Core Assessment in Mathematics revealed that 60.5% of the students scored level 1, 30.4% of the students scored level 2, and 9.1% of the students scored levels 3 and 4 combined. Our goal is to reestablish our trend of growth in student performance on New York State exams – which are now Common Core based – so as to prepare our students for college and a career. Increasing the percentage of students who are proficient in mathematics will occur by allowing students the opportunity to grapple with rigorous tasks and providing them the opportunity to justify the reasoning used in solving such tasks. These tasks must be aligned with the Common Core Learning Standards. Teachers will use the Mathematics Common Core Instructional Shifts to ensure that students become focused, active learners with a deep understanding of the mathematics curriculum. Teachers will also analyze the assessment data to continually develop strategies to individualize learning for all students.

The mathematics department uses the Common Core Learning Standards and the aligned Standards of Mathematical Practice as a basis for planning effective instruction. Teachers continually assess the needs of students and use the results to tailor instructional strategies. It is understood that analysis takes place both horizontally and vertically, in order to maximize overall student achievement. Therefore, in response to our comprehensive needs assessment, we are making the following adjustments to maximize student achievement. WE HAVE MADE

- Administer assessments from the mathematics program and monitor students' progress through the use of itemized skill analyses, looking at common misconceptions and conducting data chats with administration to increase academic achievement.
- Analyze both formative and summative student data to monitor student performance.
- Infuse literacy standards along with the Standards of Mathematical Practice to coherently extend our mathematical practices.
- Department inter-visitation will be fostered to support a professional learning community to share best practices.
- The continuation of math journals, EXIT SLIPS, Data, Tracker and student portfolios to check

for understanding. In addition, the journals will support teachers in gauging the effectiveness of instruction.

- Provide teachers with a plethora of instructional resources 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.
- Highlight the use of technology to promote parent participation via school based programs and activities.
- Create a weekly lesson overview (WAGs) to use to discuss those mathematical concepts taught in each grade.
- Investigate mathematical concepts and instructional strategies through weekly common planning sessions.
- Analyze assessment data as a means to discuss instructional strategies during department and common planning meetings.
- Teachers participate in a lesson study to improve best practices within the department
- Use protocols to analyze student work to reflect on best practices in the mathematics department.
- Use computer technology to tailor instruction for ELLs and SWDs
- Use NCTM, city and state resources to provide authentic problems for students to solve problems
- Incorporate rigorous math word problems in a "Math-a-Thon," where students solve rigorous math problems in collaborative groups, by justifying their answers and critiquing the reasoning of others.
- Cooperation of teachers and administration in the professional development of the mathematics program Connected Mathematics 3, which is used in the school.
- Participation in the Learning Partner Program, and Common Core Lab-site to increase rigor in teaching and learning.
- Teachers will remediate skills identified as areas of weakness in classroom assessments, in a Mathematics Clinic for all students.
- Teachers will target instruction, in Mathematics EIS for all students.
 - Focus afterschool and Saturday school instruction on identified gaps

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy- All math teachers and administrators will support all students including the targeted lowest-third, ELLs, and SWDs from September 2014- June 2015.

1. Core Math Classroom: *Connected Mathematics 3 – CMP3* – is the mathematics program that is used to teach every student.
2. Math Clinic is a weekly class that was designed for targeted instruction for all students in mathematics.

3. The Math Pull-Out program consists of assigned teachers who service those students who have been identified as the lowest third in mathematics. The students pulled are the lowest third of New York City. PULL OUT GROUPS levels 2s
4. Those students who scored a level 2 or less on the 2013 NYS Assessment are enrolled in EIS. Math EIS will be where *Engage NY*, *Khan Academy*, and *Math XL* are used to scaffold and support mathematical reasoning taught in the classroom. These sessions will be a means of targeted instruction as it relates to the class as a whole.
5. After School and Saturday School students are immersed in activities from *Engage NY*, and web-based programs.

2. Key personnel and other resources used to implement each strategy/activity

1. Teachers will use the program *Connected Mathematics 3* as a means to deliver instruction. Administrators and teachers will analyze the data from the varied assessments given in the program and use the data to inform remediation in the mathematics workshop. RETEACH AND RETEST interim assessments
2. Teachers will use the program *Connected Mathematics 3* and *Engage NY* as a means to deliver instruction in the Math Clinic. Administrators and teachers will analyze the data from the varied assessments given in the program and use the data to inform remediation in the mathematics clinic workshop.
3. Teachers will use the program *i-ready.com* as a means to support instruction in for the Math Pull-Out students. Classroom teachers will analyze student work given in the program and use the data to inform push-in and pull-out instruction.
4. Teachers will use the program *Engage NY* as a means to deliver targeted instruction during EIS. Administrators and teachers will analyze the data from the varied classroom assessments given in the *CMP3* program and use the data to inform the topics taught in *Engage NY* and *Math XP* during EIS. Students with disabilities and English Language Learners will also use *Flocabulary.com* as a resource.
5. Teachers will use the modules from *Engage NY* as a means to deliver instruction during After School and Saturday School. Administrators and teachers will analyze the data from the monthly assessments given in the after-school program and use the data to inform remediation in after school.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All mathematics classroom teachers will evaluate grade assessment data from classroom assessments, math clinic assessments, EIS *i-ready.com* diagnostic and assessments, and use the information to determine an action plan for remediating skills and as a part of the weekly Common Planning session.
2. All mathematics classroom teachers will evaluate the classroom data to determine how to the push-in teacher will remediate skills as a part of one monthly Common Planning session.
3. All after-school mathematics teachers will evaluate the data for each grade, as well as analyze the weekly after school log to determine how to remediate skills at the end of every month.

4. Timeline for implementation and completion including start and end dates

1. The instructional timeline will span from September 2013 to April 2014 in all core math classrooms and math clinics, with assessments to assess academic performance at the beginning and end of each unit of study in core mathematics classrooms and monthly unit tests in math clinic.
2. Math EIS and Push-In/Pull-Out teachers will also maintain a log of assistance that will detail the skills of remediation for reference. These skills will be assessed bi-weekly by the push-in/pull-out teacher and monthly by the EIS teacher.
3. The instructional timeline will span from JANUARY October 2013 to April 2014 for After School, with monthly assessments to assess academic performance at the end of each month.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. In the core math classroom, where CMP3 is taught, the *CMP3* ACE problems – *Applications, Connections, Extension problems* – are problem solving exercises that allow students to grapple with mathematical concepts. Students are then given time to justify mathematical reasoning through academic discourse, as well as daily journal writing to promote literacy in mathematics.
7. For math clinic, data from classroom assessments throughout the unit will be used to create centers/stations for students. *Connected Mathematics 3* ACE problem-solving exercises, along with *Engage NY* problems will be used to support mathematical reasoning. Students will be informally assessed as stations/centers are completed, in addition to being formally assessed monthly to monitor growth.
8. Those students – who have been identified as the lowest third in mathematics – will be pulled out of an elective, to aid students in fostering mathematical understanding in the mathematic workshop via i-ready.com.
9. Those students who are enrolled in EIS attend a 37.5 minute session once a week for mathematics. Math EIS will be where *Engage NY, Khan Academy, and Math XL* are used to scaffold and support mathematical reasoning taught in the classroom. These sessions will be a means of targeted instruction as it relates to the class as a whole.
10. Students in after school have varied abilities and as a result will be exposed to the *Engage NY, Math XP, Math XL, and Khan Academy*, depending on the differentiation of the group: ELL students will use *Khan Academy* and *Math XL*, SWD's will use *Math XP* and *Math XL* in addition to *Engage NY*, while general education students will use *Engage NY* and *Math XL*.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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.

- Engrade training for professional development for parents and staff to have instant communication with support staff, teachers and administration. Progress Reports and Report Cards

will be made available via STARS.

- Regularly scheduled parent and school meetings, that is, School Leadership Team Meetings, and Parent Teacher Association Meetings
- School Events such as Family Curriculum Nights and Parent-Teacher Conferences
- Phone Messenger service will serve as liaison for instant communication
- Personal phone calls to parents will be made and logged via Engrade and during *Tuesday Parent Engagement*

Parent Engagement

- Home visits provided by our guidance department will serve as a means to support the social-emotional well-being of our children
 - Tuesday Parent Engagement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

To increase student achievement, students and teachers will become proficient in the use of 21st century skills and applications by strategically aligning content area curriculum and instructional practices with the Common Core Learning Standards for Technology.

Strategic Objective #1: By June 2015, the number of students in grades 6-8 achieving performance levels 3 and 4 will increase by at least 5% as measured by the NYS ELA Common Core Assessment

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 JIT Review in 2012 recommended an increase in 21st century initiatives in both teaching and learning. As a response to this observation, we developed key initiatives that will ignite technological advancements for both students and teachers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Strategy-All teachers and administrators will be trained to integrate technology into instruction to support all students including the lowest-third, ELLs and SWDs. This will be ongoing for the 2014-2015 school year.

1. The use of Safari Montage, Teq equipment SMART Boards, tools and notebook software, E-Chalk, Reading A-Z, Khan Academy, Google Drive, Classroom Dojo, Engrade, I Reader and the implementation of a premium Kiosk will be integrated into our daily ritual and routines.
2. 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

· Key personnel and other resources used to implement each strategy/activity

1. Teachers will provide additional opportunities for students to interact with Safari, Reading A-Z, E-Chalk, Google Docs and Flocabulary to stimulate academic center activities and promote individualized instruction.

· Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Teacher created Interim Assessments
- Analysis of Pre and Post Lexile Scores/Data: Reading A-Z
- Periodic Assessments
- Teacher created Formative Assessments
- Data Analysis to obtain instructional focus which includes an individualized plan
- Generate weekly and monthly data reports to track student progress weekly/monthly

· Timeline for implementation and completion including start and end dates

1. The timeline will run from September 2013 until June 2014

· Describe programmatic details and resources that will be used to support each instructional strategy/activity

- I Reader Program: Pull Out Program for Content Area Support (ELA/Math) for three sessions per week
- CFN 112 Instructional Support Specialist (Math/ELA) – Professional Development
- Assistant Principal/Peer Instructional Coaches/Lead Teacher classroom demonstrations
- Engrade – Reports

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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, Tech Savvy Classes, How to Support Your Child in Independent Reading.
- Regularly scheduled parent and school meetings, that is, School Leadership Team Meetings, Parent Teacher Association Meetings, Tuesday Parent Engagement times
- School Events that infuse all technological innovations. i.e.: E-Chalk, Reading A-Z 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
- Implementations of the REMIND 101 text blast, to assist parents in helping students remember assignments and meet deadlines.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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 student achievement by increased parent partnership and involvement within the school community.

Strategic Objective 1: By June 2015, student achievement will increase by 5%, as will parent involvement in the PTA, School Leadership Team, and other school-home partnership.

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.

Analysis of our parental contact patterns of previous years indicated that while teachers and guidance were in frequent contact with parents, an organized parent presence in our school would have a positive impact on student achievement. In addition, we determined that multiple methods of informing parents of the academic and social goals of the school would have a positive impact on the achievement of these goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy-All teachers and administrator will diligently keep parents informed of student progress and methods that parents can utilize to support their children's academic progress. This will be ongoing for the 2014-2015 school year.

1. Provide educational resources for parents' own development for example, directing them to the Common Core library. Access to ARIS Parent Link and other websites for parents resources.
2. Providing parent/student friendly copies of instructional units.

2. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include the Parent Coordinator, the Principal, Assistant Principals, PTA President, and community-based resources

3. Identify targets to evaluate the progress, effectiveness, and impact of each

strategy/activity

1. The amount of participants in activities will prove the effectiveness of the aforementioned activities.

4. Timeline for implementation and completion including start and end dates

1. Events will occur monthly from September 2014 until June 2015

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 6. Provide parents with academic support which will enable them to assist their children instructionally
- 7. Fundraising to support our student activities
- 8. Offering parents the opportunity to access educational aspects of our website
- 9. 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
- 10. Workshops for parents to promote student independent reading

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Learning Family Events
- Common Core Library Access and School Website
- School Leadership Team
- Parent/Teacher Association Workshops and Motivational Speakers @ Parent Events
- ELA/Math Family Night
- Curriculum Night
- Tuesday Parental Engagement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	-----------------	----------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

To increase student achievement by increasing attendance

Strategic Objective: By June 2014, student attendance and academic performance will increase by 5% as measured by data in ATS, Performance –Based assessments and the NYS Common Core Assessment

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.

We received a rating of B on our 2012-2013 environmental survey. Our attendance percentage was 88%, 4 percentage points short of the citywide expectation of 92%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

Strategy-All staff members will be involved in the process of tracking and reporting students' attendance issues and determine ways to increase attendance for all students. This is ongoing for the 2014-2015 school year.

1. Aggressive outreach to parents – calling and speaking to parents of absent or late students on a daily basis TUESDAY PD
2. School wide celebrations monthly for students with 100% attendance
3. Home visits for students absent 2 or more consecutive days
4. Parent /Guidance conferences for students who are chronically late or absent
5. Meeting regularly with the Attendance Teacher to decrease the number of 407s
6. Review the attendance patterns with planned interventions to decrease the number of students who are classified as 407.
7. Monthly calendars with attendance percentages posted and updated by grade monthly

Key personnel and other resources used to implement each strategy/activity

1. Key personnel include Attendance teacher, Attendance School-Aide, Guidance Counselor, Principal, Assistant Principals, Classroom Teachers

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The daily attendance rate will evaluate the progress of the activities and strategies.

Timeline for implementation and completion including start and end dates

1. The celebrations and outreach activities will occur from September 2014 until June 2015

Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Track Attendance
- Daily Attendance Reports
- Bi-weekly Attendance Team meetings
- Attendance Team: Attendance Teacher, Teachers, and Guidance Counselor, Parent -Coordinator, Assistant Principal

- CFN 112 support by Director of Youth Development
- School Administrator conferences with teachers with low classroom attendance

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Home visits for students absent 2 or more consecutive days
2. Parent /Guidance conferences for students who are chronically late or absent

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> · ICT model has become an important focus for providing targeted instruction · Reading A-Z 	<ul style="list-style-type: none"> · ESL teacher utilizes a push-in-pull out model · Targeted small groups · Pull-out small groups · SETSS small groups 	Service is provided during the day, afterschool and on Saturdays.
Mathematics	<ul style="list-style-type: none"> · The integrated collaborative team teaching model is used to support targeted instruction in mathematics · i-ready.com · CMP3 ACE questions · Khan Academy 	<ul style="list-style-type: none"> · Targeted small groups · Pull-out small groups · SETSS small groups 	<ul style="list-style-type: none"> · During the school day · After school · Saturday school

	<ul style="list-style-type: none"> Decompose math problems into simpler parts 		
Science	<ul style="list-style-type: none"> Reading A-Z Repeated readings 	Targeted small groups	During the school day
Social Studies	<ul style="list-style-type: none"> Reading A-Z Repeated readings 	Targeted small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>We have implemented flexible programming to address the at-risk services needed for this cohort of students with learning and emotional variances, which includes:</p> <ul style="list-style-type: none"> A modified pullout program to monitor the needs of all students A social-emotional plan to monitor ongoing academic advancements and achievements 	Small group	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

4. All elements of the *All Title I Schools* section must be completed*.
 4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 5. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section
- *If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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All Title I Schools Highly Qualified Teachers (HQT)

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

By looking at the BEDS survey, teachers who are not highly qualified are given opportunities to attend professional development workshops. 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.

High Quality and Ongoing Professional Development

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

Middle School 267 participates in the Common Core Lab will strengthen teaching practices among the pedagogues in the building. The work assigned to students is also Common Core aligned. LEARNING PARTNERS, PARTNERSHIP WITH CHARTER SCHOOL

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The funds are used exclusively for the targeted students and staff.

SWP Schools Only
Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are given a survey to select those the options that appeal to them, then a department consensus on assessment is reached and developed. The teachers and administrative team work collaboratively on professional development regarding the use of assessment results and how that data will drive instruction.

TA Schools Only
Use of Program Resources

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

TA Coordination with the Regular Program

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

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:

- Provide materials and training to help parents work with their children to increase academic achievement level, e.g., literacy, math through the use of technology, for example- E-Chalk, navigating the Common Core Library and Engrade.
- 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. For example, scheduling Curriculum Night, Family Night and ARIS Parent workshops.
- 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.
- 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.
- Generating monthly Progress Reports to assist parent in tracking their children academic progress.

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

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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.

DBN: 16K267

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$245,050.74	X	See action plan

Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,701,064.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 16	Borough Brooklyn	School Number 267
School Name Math, Science and Technology Institute		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Patrici King	Assistant Principal Ms. Barbara Cortes
Coach Ms. Cornelia Tucker- Math	Coach -Ms. Tracey Martinez-ELA
ESL Teacher Ms. Irene Arce-ESL/ELA	Guidance Counselor Mr. Gregory Charles
Teacher/Subject Area Ms.Lisann Lewin-ELA	Parent Ms. Rivera
Teacher/Subject Area Ms. Eileen McShane-ELA	Parent Coordinator Ms. Shoshanna Gooding
Related Service Provider Ms. Deborah Greenberg-Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	294	Total number of ELLs	18	ELLs as share of total student population (%)	6.12%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							6	6	6					18
SELECT ONE														0
Total	0	0	0	0	0	0	6	6	6	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10	1		4			3			17

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	10	1	0	4	0	0	3	0	0	17
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	3	5					12
Chinese														0
Russian														0
Bengali							1	2						3
Urdu														0
Arabic								1						1
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	6	6	6	0	0	0	0	18

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	1					5
Intermediate(I)							2	0	2					4
Advanced (A)	4						2	4	3					13
Total	4	0	0	0	0	0	6	6	6	0	0	0	0	22

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I							1	0	0				
	A							0	0	0				
	P							0	0	0				
READING/ WRITING	B							6	6	6				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1	0	0	4
7	2	0	0	0	2
8	6	0	0	0	6
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		1		0				5
7	3		1		1				5
8	3		3		0				6
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use the Fountas and Pinnel Reading Assessment to determine the literacy skills of the ELL students at M.S.267. We identify students' independent reading level and any difficulties they encountered during their assessment. For example, we note self-corrects, pauses while thinking, strategies used to figure out unfamiliar words, use of word parts and miscues. The strategies used by the

students inform instruction in supporting the learner. The data revealed that all ELLs are reading below grade level. Based on this data teachers work with students to develop fluency and increase comprehension.

The data provides teachers with the independent reading level of each student. At each reading level there are specific strategies that readers must master. The students are taught these strategies as one approach used to increase reading levels. In addition the data will be used to identify specific programming supports such as identifying appropriate a pullout and push in schedules. Students will work with the Achieve3000 program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The Lab-R and NYSESLAT revealed that half of the students tested at the advanced level.

In the sixth grade the number of students at each level is evenly distributed. While in the seventh grade, there are two students who scored as beginners and four scored as advanced. In Grade 8 one student scored as a beginner, two scored as intermediate I and three scored in the advanced range.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Teachers will be made aware of the functioning level of each ELL student in the four modalities. Based on this information, teachers will apply specific instructional strategies designed to increase the levels of each student in each of the modalities. Instructional strategies will include, pairing students who are bilingual with students who are monolingual, increasing wait time when ELL students are responding, choosing specific writing strategies for student mastery, think-pair-share, quick-writes, anticipatory charts, word walls, graphic organizers as well as becoming familiar with the background of each student.

Our school identifies the students who are close to reaching the three different AMAQ goals. Instruction is designed for each student to make progress on the AMAQ goals. Data reveals that students have made minimal progress in academic and language acquisition.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Across the grades the proficiency levels are even. There are six students in each of the respective proficiency levels. The ELLs are overall faring lower than students whose native language is English. Most of the ELL students scored a level 1 or a level 2 in their ELA /Math Common Core State Exam. All of the data from the periodic assessments will be shared with the teachers during monthly teacher meetings. Using the data, teachers will identify and implement specific strategies to best support each student. Teachers will create assessments to track student progress.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students who are able to read, write and speak in their L1 may do so. They are provided with scaffolds during the lesson to increase and deepen their participation. In addition, it is understood that students have a period in which they may be silent and that is respected. Teachers may determine that for students to progress in their L2, using L1 in class is essential.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

A carefully review of the student's ELA and Mathematics State Exam, as well as, the NYSESLAT will determine whether the students have met their annual AYP.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The school conducts an orientation for all parents who note on their HLS from that their children have a L1 whose children have an L1 that is not English. This orientation is conducted by the ESL provider and the parent coordinator. The Home Language Survey, (HLS), is used to determine if the student is given the NYSITELL. Depending on the score achieved on NYSITELL the student qualifies as part of a Freestanding ESL Program, Dual Language Program or a Transitional Bilingual Program. The LAB-R is administered to students who speak Spanish. The program choice that is offered at M.S. 267 is a Freestanding ESL program, and parents are made aware of their option to transfer to another school if their desired selection is not offered at M.S. 267. The trend at MS 267 has been for parents to opt to attend the Freestanding ESL program offered at this school.

The parents are provided with an entitlement letter giving them the right to choose the proper educational language program for their child. At an orientation in their native language, they select a program choice. After the program selection the student is placed within 10 days.

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.

The school conducts an orientation for all parents whose students have been identified on their HLS form. This orientation is conducted by the ESL provider or parent coordinator. An informational video provided by the NYCDOE is presented to the parents in their native language. This procedure takes place within ten days of student registration. The HLS form is administered and if the student qualifies the NYSITELL is administered. The parents are invited to the workshop via letter and phone call. Within the first ten days the student is placed into the program. Ms. Arce, the ESL provider is responsible for the testing administration and parental outreach. If the program option that the parents select is not available, they have the option of transferring their child and Mr. Gregory Charles will identify schools where the parent choice is available. Ms. Arce, is the only certified ESL teacher in the school.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 that is offered at the school. All of the documents are provided to the parents in their native language Ms. Arce is responsible for the distribution of entitlement letters. The letters are provided within the first twenty days of school to parents. The parent selection forms are placed in the students' cumulative records. The entitlement letters are collected by the students homeroom teacher and returned to Ms. Arce.

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.

All of the newly admitted students who are identified as ELL students receive an entitlement letter in their native language. The documents provided to the parent are the Parent Survey and Program Selection in the home language. This document provides the student's level, 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 transferring options available to the parents if their desired program selection is not available at MS 267. The students who are current ELLs and who qualify for the ESL program are provided with placement letters which are provided to the parents within the first ten days of school. The students return the letters to their homeroom teachers. Ms. Arce and Ms. Gresham, the school secretary are responsible for updating the ELPC screen on ATS within the first twenty days of school. All documents are stored in a binder in the principal's office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to ensure that all students are administered all sections of the New York State English Language Achievement Test a schedule is created. The Sixth grade tests on one day. Grade seven and eight students test together on the same date. The schedule is created using the different components for the exam. Students who are absent on a scheduled exam date are re-scheduled. Ms. Arce is responsible for the administration of the NYSESLAT. Ms. Lisann Lewin and Ms. McShane will score the writing component of the exam. The RLAT report is used to determine the students who need to take the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①
After a close review of the Parent Survey and Program Selection forms, the parents tend to opt for the Free-Standing ESL program. The forms are analyzed and the parent trends are identified.
The programs offered at M.S. 267 are aligned with the requests of the parents because it is their selection for a program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL teacher pushes into the ELA, Humanities, Science and Mathematics class to support instruction. The eighth graders are pulled out one period during the week due to scheduling. In Grade 7 the ESL teacher co-teaches in the English Language Arts setting. The students at M.S. 267 have block periods of ELA and Mathematics. We have integrated literacy into the content areas.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The 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 units that are provided by the Reading and Writing Project from Teacher's College.
- Use scaffolds to provide support for the ELLs
- Use conferencing notes and data from assessments to plan out an educational plan for each 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:

- The Defining of content area vocabulary visually and in print in order to increase comprehension for the ELL student.
- The use of additional visual aids, (tables, charts), are used to increase comprehension in the Mathematics. Word problems are broken down and literacy is addressed as well as mathematical concepts.
- The use of PowerPoint presentations and hands on experiments in Science.

Students who are in an advanced level receive 360 minutes of ESL instruction- 4 periods a week

Students who are at a beginner or intermediate level receive eight periods of ESL instruction. In grades 6 and 7 Ms. Arce works with the students during their ELA class. In grade 8 she pushes in and pulls out.

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

In ELA, content is delivered through direct instruction as well as small group instruction. The content is taught in English and support native language is provided, whenever possible. Instruction is supported through the use of technology. Instructional strategies such as turn and talk; think-write-pair-share and cloze reading are used to support listening, speaking, reading and writing in the classroom.

- EIS and Academic Enrichment time is used 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:

- In all content areas vocabulary is provided through the use of visual aids.
- 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, focusing on both literacy and math skills.
- In Science the use of PowerPoint presentations and hands on experiments makes the work comprehensible for the learner

Students are allowed to use their L1, but they are provided with scaffolds to support the learning that happens in English.

In the content areas, bilingual glossaries are provided to students to support instruction. It is often very difficult to find all content area materials in the students' native language, however whenever possible material in the native language is provided. Spanish is the one language that is most accessible. The use of IPADS also is available to the students. Students are able to translate any material that is necessary. All materials used are Common Core aligned.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our ESL Teacher only speaks Spanish. We have students who speak other languages, so evaluation is not possible. Further our program is a free standing ESL program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
When units and performance tasks are developed all modalities are addressed in each unit. Students are assessed formally and informally and checklists are created to track the modalities that are being addressed. Assessment is ongoing and specific.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ELL's are provided with the opportunity to attend afterschool as well as the Saturday School Program. There is an afterschool and Saturday School program in which they will be able to use Rosetta Stone, Achieve 3000, Flocabulary and Kahn Academy. We provide Newcomers support with reading by using leveled reading books on Reading A-Z. Former ELL's are provided with ESL services for two years after testing at a proficient level. All SIFE students and Newcomers will receive additional intervention in reading, language and math via Saturday School program. An analysis of the proficiency levels of students who are receiving services from 4 to 6 years and long-term ELL students is conducted to identify specific areas of need for targeted, daily instruction, afterschool instruction and Saturday Program.

Action plans will be created in order for all of the students to demonstrate gains in NYSESLAT, state assessments and weekly or bi-weekly summative and formative assessments.

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

The first strategy is vocabulary and language development, through which teachers introduce new concepts by discussing key vocabulary words. The second strategy is guided interaction. Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text. The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill

for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts - ways that are not wholly reliant on advanced language skills. Explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks is part of our approach. The students who have ELL-SWD needs are addressed by using IEP goals to guide and individualize a plan that will help them acquire language. A plan is developed in conjunction with their teachers so that their needs are better met and the acquisition of language is successful.

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

Students who are Ells with a disability are provided with the accomodations noted on their IEP. If they are placed in an ICTT setting, the Special Needs teachers will provide them with the mandated accomodation. In addition, a number of the Ell's have a one-to-one paraprofessional that assists them in reaching established goals. In order to place the students into an ICTT setting an annual review is conducted. Also, the teacher's recommendation is taken into account when placing an ELL-SWD into an ICTT setting.

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:	N/A		
Social Studies:	N/A		
Math:	N/A		
Science:	N/A		

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

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

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

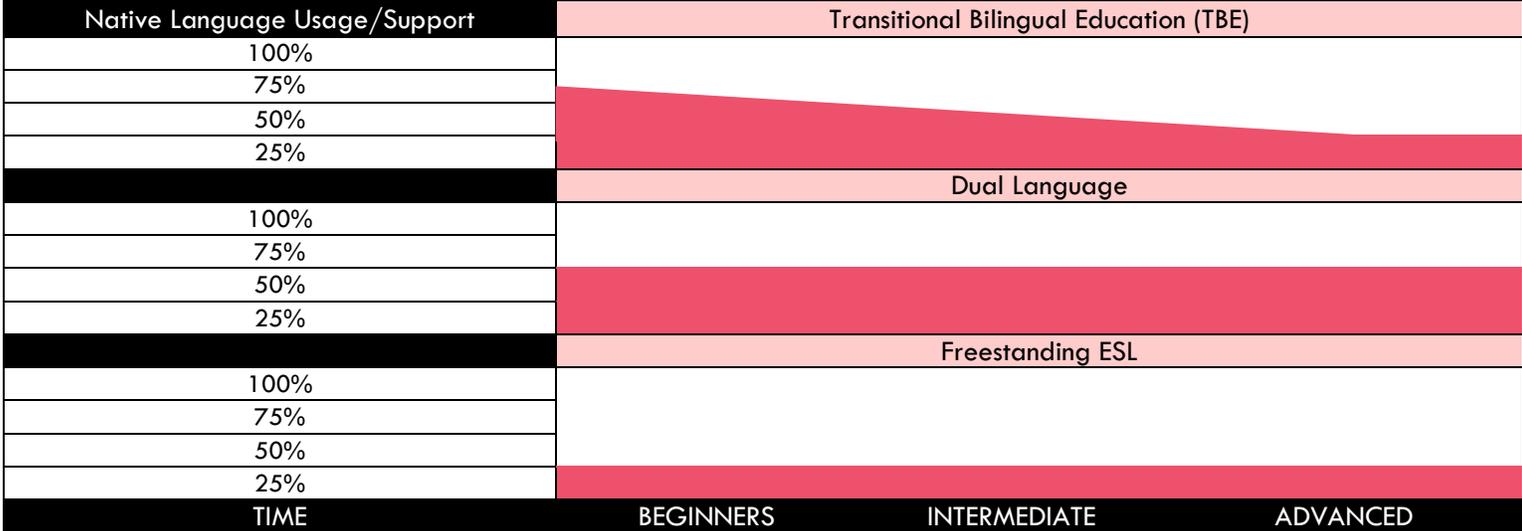
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The Ells are grouped together in the afterschool and Saturday school program and work on Achieve 3000, Flocabulary, Rosetta Stone or Kahn Academy. In addition, some students are pulled out of classes and receive intervention for reading.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program has been revamped and more support has been established to better meet the needs of the Ells. The Flocabulary and Rosetta Stone will help them with language. The Kahn Academy and Achieve 3000 will help support the learning that is taking place.
11. What new programs or improvements will be considered for the upcoming school year?
All incoming Ells will receive a separate orientation in which the parents will be informed of the academic expectations that they will encounter in middle school.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All Ells are invited to attend after school, Saturday School and small group pullout instruction. The students who are mandated also receive speech and resource. At M.S. 267 we offer the Afterschool Scholars Academy Program, Saturday Program and SASF Program. The Afterschool Scholars Academy and the Saturday Program are academic programs. The SASF programs is an arts based program which provides student some educational support via the use of Study Island.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All Ells have an IPAD, which they carry from class to class to class daily.
In ELA the students use Common Core Code x Program.
In Mathematics, the students use the CMP 3 Mathematics Program
In Humanities, units have been developed in which literacy has been infused.
In Science, Glencoe NY Science is used for instruction in conjunction with the ELA -listening; speaking, reading and writing standards. Additionally, the use of Rosetta Stone is used to support the acquisition of language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Students are able to translate material from English to their L1. In addition, the students are able to use their L1 to help support their learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The students at the Middle school level are able to translate material that they need immediately using their IPAD. They have been taught by Ms. Arce how to find a translation website that will assist them. All materials that are available to the students are grade appropriate and on their level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
N/A
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL provider is an active participant of CFN 112 and Citywide Staff Development workshops that are made available. The ESL provider is actively involved in the professional development days offered by Scholastic for support with the Code-X Program. Ms. Arce, the ESL teacher, and other guest speakers will provide the staff with scaffolds that will help inform instructional practices. All teachers by June will have received the mandated 7.5 hours of Ell training as per Jose P. All attendees are required to sign in each workshop that is conducted. The guidance counselor is provided with the student's level of proficiency as well as a list of Ells who must receive mandated counseling. He also provides support to the students who are leaving middle school, by identifying high schools whom offer an ESL program model. The staff is provided with strategies that will help support essential reading, writing, listening and speaking skills.

Professional Development Dates to Support all pedagogues: January 16, May 9, 16, 23,30, June 5 (9-12), 11 and 19.

Topics: Student Data and What Does it Mean for Instruction, Scaffolding Learning, CCLS :ELA & Math: What Does Support Look Like?; How to Effectively Engage the Parents of an ELL Student

Students who come into the 6th grade and in the 8th grade are provided with Town Halls and at risk guidance services to prepare them for the transition that occurs.

D. Parental Involvement

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

The school conducts an orientation for all learners, including the ELLs, at which point standards, assessments, school expectations - behavior, academics, are discussed. All newly admitted students who are new to the NYC 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 Ells, therefore, every effort is made to support the parents. The orientations take place re needed throughout the school year for the parents of Ells and every accomodation is made to ensure their presence. As needed, translators are 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 attaine 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.

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: .S. 267

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. King	Principal		11/13/13
Ms.Cortes	Assistant Principal		11/13/13
Ms. Gooding	Parent Coordinator		11/13/13
Ms. Arce	ESL Teacher		11/13/13
Clara Rivera	Parent		11/13/13
Ms. Lewin/ELA	Teacher/Subject Area		11/13/13
Ms. Cozier/ ELA	Teacher/Subject Area		11/13/13
Ms. Tucker	Coach		11/13/13
Ms. Martinez	Coach		11/13/13
Mr. Charles	Guidance Counselor		11/13/13
Kathy Pelles	Network Leader		11/13/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16k267 School Name: The Math Science and Technology Ins

Cluster: 01 Network: 112

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.

Using at the parent language option in BESIS and at the student language report on ATS the written translation and oral interpretation needs are identified to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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 teachers receive a report with the name of the students that are ELL's as well as the language that is their L1.

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.

All written translations for the school will be done by the translation and interpretation unit.

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

Oral translations in Spanish will be done by in-house staff and all other translations will be conducted by the translation and interpretation unit.

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

Parents will receive a notification via school messenger about the translation and interpretation services that are offered in the school. In addition, they will receive a written notification.