Department of Education

03M256
ACADEMIC AND ATHLETIC EXCELLENCE

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 03M256
ADDRESS: 154 WEST 93RD STREET
TELEPHONE: 212-222-2857
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M256 **SCHOOL NAME:** Academic and Athletic Excellence

SCHOOL ADDRESS: 154 West 93rd Street, New York, NY 10025

SCHOOL TELEPHONE: 212-222-2857 **FAX:** 212-531-0586

SCHOOL CONTACT PERSON: Angela Carbone **EMAIL ADDRESS:** acarbone@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Jeffrey S. Perl
PRINCIPAL:	Jeffrey S. Perl
UFT CHAPTER LEADER:	Marde McBreen
PARENTS' ASSOCIATION PRESIDENT:	Tanja Johnson
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 03 **SSO NAME:** AED – Academy for Educational Development

SSO NETWORK LEADER: Calvin Hastings

SUPERINTENDENT: Dr. Roser Salavert

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jeffrey S. Perl	*Principal or Designee	
Marde McBreen	*UFT Chapter Chairperson or Designee	
Tanja Johnson	*PA/PTA President or Designated Co-President	
Milta Negron	Title I Parent Representative *(suggested, for Title I schools)*	
----------	DC 37 Representative, if applicable	
----------	CBO Representative, if applicable	
Mildred Garcia	Member/Parent	
Nilda Davis	Member/Parent	
Jessica Fazekas	Member/Teacher	
Stan Molever	Member/Teacher	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

MS 256 – Academic and Athletic Excellence Early High School Preparatory believes that all students in middle school, regardless of their backgrounds or personal histories, are capable of being successful and learning and achieving at high levels. All students who attend MS 256 are held to the highest expectations both socially and academically. Staff members at MS 256 treat students with respect, acknowledging and honoring the history and culture of every learner, while recognizing that all students possess unique learning styles and distinct needs. MS 256 is committed to creating academically rigorous, differentiated instruction that enables each child to produce work of high quality that exceeds standards.

We recognize that early adolescence is characterized by dramatic cognitive growth and that students in middle school have an ability to think in more abstract and complex ways. This recognition allows us to advance the intellectual, social, emotional and physical development of all of our students - servicing each individual's immediate needs within an environment that promotes success for all. We challenge all of our students to use their minds well, providing them with the curriculum, instruction, assessment, support, and time they need to meet rigorous academic standards. With a focus on early high school preparation, all of our students are given the opportunity to complete high school level courses and New York State Regents Exams prior to graduation. The work done at MS 256 is challenging and engaging, tapping our students' boundless energy, interests, and curiosity. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems.

At MS 256 we promote stable, close, and mutually respectful relationships that support our students' intellectual, ethical, and social growth. Through our Advisory program we teach our students to be self-advocates and to stand up for what they believe in. We provide students with the tools and time to set educational goals, reflect on their learning process, and make decisions about the future of their education. Failure is not an option at MS 256, as we instill a sense of value and belief in success in each of our learners. Students who attend MS 256 are desirable candidates to attend the high schools of their choice – they are well prepared for the challenges of post-middle school education and have demonstrated success at the high school level prior to graduation. Our students, challenged by a rigorous program and supported by a caring environment, have every opportunity to be successful in school, achieve their personal and professional goals, and become a positive force in their communities.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	M.S. 256 Academic & Athletic Excellence							
District:	3	**DBN:**	03M256	**School BEDS Code:**	310300010256			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7	√	11	
	K		4		8	√	12	
	1		5		9		Ungraded	√
	2		6	√	10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		91.9	89.2	90.8	
Kindergarten	0	0	0					
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:				
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	0	0	0		86.1	87.4	90.9	
Grade 4	0	0	0					
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:				
Grade 6	52	65	53	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	63	43	60		70.7	70.7	71.6	
Grade 8	52	60	56					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		4	1	15	
Grade 12	0	0	0					
Ungraded	0	2	4	**Recent Immigrants** - *Total Number*:				
Total	167	170	173	*(As of October 31)*	2006-07	2007-08	2008-09	
					2	3	3	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	0	10	17	Principal Suspensions	50	53	80	
# in Collaborative Team Teaching (CTT) Classes	18	9	10	Superintendent Suspensions	20	24	14	
Number all others	11	14	11					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	3	11	18	Number of Teachers	18	18	17	

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	1	0	Number of Administrators and Other Professionals	1	1	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	3	2
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	66.7	70.6
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	22.2	33.3	52.9
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	83.0	72.0	82.0
American Indian or Alaska Native	0.6	0.6	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.6	76.7	71.7
Black or African American	59.3	44.7	45.1				
Hispanic or Latino	35.3	50.0	48.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.6	0.6				
White	4.2	4.1	5.2				
Male	53.9	54.7	53.8				
Female	46.1	45.3	46.2				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–				
Black or African American		√	√	–			
Hispanic or Latino		√	√	–			
Asian or Native Hawaiian/Other Pacific Islander		–	–				
White		–	–	–			
Other Groups							
Students with Disabilities		–	–	–			
Limited English Proficient		–	–	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		4	4	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	93.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.4	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	49.9		
(Comprises 55% of the Overall Score)			
Additional Credit:	6.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. These include - continued implementation of effective strategies to address the large numbers of students lacking basic skills in reading and mathematics; improving instruction for special education students by providing increased inclusion opportunities and a Collaborative Team Teaching class; opportunities for small group and individualized/differentiated instruction; professional development specifically designed for teaching reading strategies to older struggling students in the core subject areas; the implementation of effective strategies (exclusively the push-in model) for meeting the needs of our small ELL population; professional development in key areas (such as to integrating technology into the core curriculum areas and implementing UBD and differentiated instruction); building Advisory and Mediation programs to build a stronger school culture and positive environment (subsequently reducing the number of student suspensions); creating a common planning time for all staff members to meet and plan collaboratively; increasing student attendance (while decreasing student lateness); providing high quality student support services for all students; and ensuring that parents have the opportunity to attend meaningful and worthwhile workshops.

Additionally, over the last three years we have identified priority areas that would need additional efforts/adjustments. These areas are: delivering professional development specifically for teaching reading strategies to our older struggling readers in Social Studies and Science; brining in outside agencies and forming partnerships with community organizations; implementing a school-wide, technology and literature-based tracking program to improve student reading and comprehension; acquiring state of the art computers and printers for every classroom; and reducing the number of suspensions.

Student Performance Trends

Student scores in ELA and Math (as measured by NY State assessments) have shown a steady increase over the past three years – from 65% to 68% to 70% meeting or exceeding standards during that time frame. Trends in Math show students demonstrating a full year's growth (or more) when making the transition from 7th to 8th grade. This trend is not reflected in the data showing the transition from 6th to 7th grade in regards to Math. In all grades in ELA students continue to perform at or above grade level at a high rate, but demonstration of one-year's growth within the subject area is erratic. If

anything, the trend could best be described as inconsistent. In Science, the trend has been an upward swing, with the school meeting AYP in 2008-2009 after failing to do so the previous year. Overall, we continue to show growth and progress across all subject areas.

Greatest Accomplishments

MS 256 has accomplished quite a bit academically over the years. For the 2008-2009 school year we earned a grade of "A" on our school report card – scoring in the top 20% of all "A rated" elementary and middle schools in New York City. Additionally, 70% of our students met or exceeded standards in the statewide ELA and Math exams administered in June of 2009. Both of these scores were personal bests for the school and improvements over previous years. Further, in our administration of the June 2009 Integrated Algebra exam, 12 of 15 students tested passed with a grade of 65% or higher. We have also established a number of new partnerships over the past year – teaming up with the Museum of Natural History (via the Urban Advantage program), Lincoln Center Institute, Publicolor, In the Pocket, and Sylvan Learning (via PENCIL). It is our hope that these strategic alliances will help to build the school's reputation within the community and increase our desirability to prospective students.

Aids and Barriers

As discussed above, our partnerships are a considerable aid and we believe that the seeds we plant today will produce fruit-bearing trees in the near future. Additionally, selecting AED as our Support Organization has proven very beneficial, as they have worked diligently with us to provide numerous and diverse professional development opportunities to our staff members and build professional learning communities. Perhaps the greatest barrier to our overall success is the fact that MS 256 was placed on New York State's "Persistently Dangerous" list. Because of this designation, under NCLB students have the option to transfer to a "safer" school. We run the risk of losing many of our wonderful students; they are, of course, irreplaceable. There is little doubt that we will come off the list by June 2010, as the school has added an Assistant Principal and a Dean (as well as Advisory and Mediation programs) to address this concern. Our greatest aid is the dedicated staff members who work tirelessly to make MS 256 a successful school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Goal 1:

To improve instruction for high school readiness through the creation and implementation of school-wide Advisory and Mediation programs - providing all students with the skills, practices and information that will prepare them for success in high school and create a safe, student-centered school. Specifically –

1.) The Advisory Council, a Professional Learning Community (see Goal Number 3), will create a minimum of four (4) lessons for each unit plan (one for each month – ten for the year), for a total of 40 lessons to be led by Advisors over the course of the school year.

2.) 100% of sixth grade students will be trained in mediation and peer leadership by June, 2010.

3.) 10% of seventh grade and 10% of eighth grade students will be trained as peer leaders by June, 2010.

4.) 100% of Advisories will elect a representative to the Student Council by the end of October, 2009; the Student Council will meet a minimum of ten (10) times during the school year.

5.) 100% of all seventh grade students and 100% of self-contained eighth grade students will participate in Gang Resistance Education And Training (G.R.E.A.T.) training over a thirteen week period, coming to completion in January, 2010.

6.) A monthly decrease of at least 2% in Discipline Code violations entered into OORS, resulting in a total yearly decrease of at least 20% by June, 2010 (as compared to June, 2009).

7.) A 10% increase in the number of eighth grade students identified as "High School Ready," in June 2010 (as defined by the AED Early Indicators of Success) – in comparison to those defined as "High School Ready" in June 2009.

8.) Removal of MS 256 from New York State's list of "Persistently Dangerous Schools" by the start of the 2010/2011 school year.

Goal 2:

To prepare all 8th grade students for MS 256's first administration of the NYS Regents Exam in Earth Science. Specifically –

1.) Establish a baseline pass rate of at least 60% on the June 2010 Regents Exam.

2.) Produce (at least) a 5% gain on baseline assessment exams administered in Earth Science – comparing scores from October, 2009 and May, 2010.

3.) A minimum of eight students (10% of all eight graders) will attend lunchtime and after school tutoring on a weekly basis.

4.) 100% of eight graders will complete an Exit Project by the beginning of June, 2010 that ties into the Earth Science curriculum and supports students' preparation for the Regents Exam.

5.) Science teachers will complete at least 80% of the professional development offerings provided by the Museum of Natural History and Urban Advantage by June, 2010.
6.) MS 256 will meet AYP in Science for 2009/2010 (as set by New York State).

Goal 3:

To improve instruction through the establishment of common planning time and professional learning communities. Specifically –
1.) Creation of a professional learning community(PLC)/Circular 6 calendar that provides for a minimum of four (4) department meetings and four (4) inquiry-based teams – for a total of eight (8) teams that meet on a weekly basis.
2.) 100% of teachers will be assigned to at least one professional learning community that will meet during common planning time (period 8) daily. 60% of teachers will be assigned to two or more PLC's by the beginning of February.
3.) 100% of PLC's will produce a rubric outlining how growth/progress and success will be measured; this rubric will be completed by the end of the first semester.
4.) 100% of inquiry-based PLC's will produce at least ten (10) low-inference observations over the course of the school year to support their work.
5.) 30% of PLC members will participate in at least one visit to a middle school in the AED network – observing a similar PLC and incorporating best practices during the fall semester; at least 65% of PLC team members will meet this objective by the end of the school year.
6.) 100% of department PLC's will produce curriculum maps/unit plans for each month and grade level during the course of the 2009/2010 school year.

Goal 4:

To increase parental involvement at MS 256 - with specific emphasis on the Parent's Association and the School Leadership Team (and across the whole community as a result thereof). Specifically –
1.) Parent Association membership will increase by (at least) 10% based on attendance/participation in 2008/2009.
2.) Parent Teacher Conference attendance will increase by 5% (Spring 2010 compared to Fall 2009).
3.) 60% of parents will log on to either SnapGrades or ARIS Connect during the fall semester to check on the growth and progress of their child.
4.) MS 256 will offer a series of Parent Breakfasts (nine), Workshops (five), and Family Nigh Dinners (four) over the course of the year – consisting of a total of eighteen (18) events/activities.
5.) Attendance at Parent events will increase by 5% (compared to attendance at similar events held during the 2008/2009 academic year).
6.) At least 20% of the total parent body will volunteer at one (or more) activity/event in and around the school during the 2009/2010 school year.

Goal 5:

To increase the percentage of students in the lowest 1/3 of our academic population who demonstrate one year's growth in English (as reflected by New York State via the administration of the May, 2010 ELA assessment). Specifically –
1.) 100% of all students identified as in the lowest 1/3 of our academic population will sit for all Acuity ITA's and the New York State ELA Exam administered in May, 2010.
2.) Produce (at least) a 10% gain on baseline assessment exams (Acuity ITA's) in ELA – comparing data from Window One to data from Window Three.
3.) A minimum of 11 students (15% of all students identified as in the lowest 1/3) will attend lunchtime and after school tutoring on a weekly basis.

4.) At least 60% of students identified as in the lowest 1/3 of our academic population will attend Saturday Academy.
5.) At least 50% of students identified as being in the lowest 1/3 of our academic population will meet their monthly and yearly Accelerated Reader (AR) goals.
6.) A minimum of 10% of students identified as being in the lowest 1/3 of our academic population will demonstrate at least one year's growth in ELA.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Advisory/Respect for All

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To improve instruction for high school readiness through the creation and implementation of school-wide Advisory and Mediation programs - providing all students with the skills, practices and information that will prepare them for success in high school and create a safe, student-centered school.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to accomplish this goal: ● An Advisory Council, consisting of Advisors from each grade level, will be created (through volunteer efforts) and meet weekly to plan collaboratively – with an emphasis on designing unit and lesson plans that support the Early High School mission of MS 256. ● Working with AED – the SLT will develop the MS 256 "Early Indicators of High School Success." These indicators will be used by both the Advisory Council and the At Risk committee to prescribe early-action interventions. ● All teachers will be provided with Advisory Units, sample lesson plans, and a pacing chart/timetable to be used monthly/daily. ● Teachers will be provided professional development in topics such as: creating an effective advisory, classroom management, note-taking, self-advocacy, building vocabulary, and the high school application process (to name but a few). Professional development will be conducted internally, as well as by representatives from the National Middle School Association (NMSA) and Ramapo for Children. ● Select staff members who have already been trained in Mediation will lead a multi-grade Advisory of students selected for their leadership potential; these same teachers will conduct Mediation classes (through a double period of Enrichment that meets each Wednesday) for every sixth grader. ● In partnership with the NYPD – all seventh grade and eight grade self-contained students will participate in Gang Resistance Education And Training (G.R.E.A.T.) training over a thirteen week period.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	1.) The Advisory Council, a Professional Learning Community (see Goal Number 3), will create a minimum of four (4) lessons for each unit plan (one for each month – ten for the year), for a total of 40 lessons to be led by Advisors over the course of the school year. 2.) 100% of sixth grade students will be trained in mediation and peer leadership by June, 2010. 3.) 10% of seventh grade and 10% of eighth grade students will be trained as peer leaders by June, 2010. 4.) 100% of Advisories will elect a representative to the Student Council by the end of October, 2009; the Student Council will meet a minimum of ten (10) times during the school year. 5.) 100% of all seventh grade students and 100% of self-contained eighth grade students will participate in Gang Resistance Education And Training (G.R.E.A.T.) training over a thirteen week period, coming to completion in January, 2010. 6.) A monthly decrease of at least 2% in Discipline Code violations entered into OORS, resulting in a total yearly decrease of at least 20% by June, 2010 (as compared to June, 2009). 7.) A 10% increase in the number of eighth grade students identified as "High School Ready," in June 2010 (as defined by the AED Early Indicators of Success) – in comparison to those defined as "High School Ready" in June 2009. 8.) Removal of MS 256 from New York State's list of "Persistently Dangerous Schools" by the start of the 2010/2011 school year.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Objective Evidence that will be used to evaluate whether the goal has been met will include: 1.) Teacher created curriculum maps, unit plans and lesson plans incorporating high school readiness pieces into the Advisory/Mediation curricula. 2.) Rubric establishing the "Early Indicators of High School Success." 3.) Comparative analysis report of data indicating which students are "high school ready" in June 2010 as opposed to June 2009 4.) Feedback from students – via surveys – expressing their opinions of the Mediation and G.R.E.A.T. programs. 5.) Minutes and Action Plans from student Advisory Council and School Leadership Team meetings. 6.) 2009/2010 Incident Reduction Plan. 7.) Logs/Agendas from Professional Development sessions attended by teachers.

Subject/Area (where relevant): **Science**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To prepare all 8th grade students for MS 256's first administration of the NYS Regents Exam in Earth Science.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to accomplish this goal: ● Science teachers will participate in the Urban Advantage program – regularly attending workshops and professional development sessions; working with the Museum of Natural History to design eighth grade exit projects that support the Earth Science curriculum. ● Science teachers will meet weekly - to design unit and lesson plans, as well as curriculum maps, that align state standards over a three-year arc that culminates with students taking the Earth Science Regents in eighth grade. ● Science teachers will design a baseline Earth Science exam that can be given both at the beginning and end of the school year to determine student growth/progress in the subject area. ● Teachers will provide lunchtime and after school Regents prep classes/tutoring during the week and on weekends (Saturday Academy) – specifically targeting topics of weaknesses (based on data obtained through interim assessments); A month prior to the Regents administration all students will participate in a mock exam in a traditional test setting. ● Teachers will differentiate their instruction (based on data obtained through formal and informal assessments) to insure that the needs of individual students are being met.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	1.) Establish a baseline pass rate of at least 60% on the June 2010 Regents Exam. 2.) Produce (at least) a 5% gain on baseline assessment exams administered in Earth Science – comparing scores from October, 2009 and May, 2010. 3.) A minimum of eight students (10% of all eight graders) will attend lunchtime and after school tutoring on a weekly basis. 4.) 100% of eight graders will complete an Exit Project by the beginning of June, 2010 that ties into the Earth Science curriculum and supports students' preparation for the Regents Exam. 5.) Science teachers will complete at least 80% of the professional development offerings provided by the Museum of Natural History and Urban Advantage by June, 2010. 6.) MS 256 will meet AYP in Science for 2009/2010 (as set by New York State).

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Objective Evidence that will be used to evaluate whether the goal has been met will include: 1.) Regents exam scores from Spring 2010. 2.) Results of practice Regents exams and interim assessments administered to students at selected intervals during the school year – demonstrating growth and progress. 3.) Student Attendance/Participation logs from lunch/after school tutoring and Saturday Academy classes. 4.) Logs/Agendas from Professional Development sessions attended by teachers. 5.) Exit projects completed by eighth grade students. 6.) Teacher and student feedback (formal surveys and anecdotal evidence) on the impact of Urban Advantage and the Museum of Natural History partnerships. 7.) New York State School Report Card for Year 2009/2010.

Subject/Area (where relevant): **Professional Learning Communities**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To improve instruction through the establishment of common planning time and professional learning communities.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to accomplish this goal: ● Administration, working in conjunction with the UFT and in accordance with an SBO passed in June, 2009, will create a master program and Circular 6/Professional Period calendar that allows for **all** staff members to have a common planning period (while students are eating lunch). ● All staff members will be assigned to professional learning communities that meet during this common planning time – communities include: Departmental Teams (Math, Special Education, Humanities, and Science) and Inquiry Based Teams (Safety, At Risk, Advisory Council, Inquiry Team). ● Working with AED, all Professional Learning Communities will establish a set of norms for their meetings, as well as create a rubric to measure growth/success over the course of the year. ● Departmental Team PLC's will produce unit plans and monthly curriculum maps; while Inquiry Based Teams will produce action plans (in conjunction with conducting low-inference observations), measuring their success in both short and long term goals. ● PLC members will visit at least one middle school (per semester) in the AED network to observe best practices, routines and structures that support the work being done; these practices will be shared out at designated monthly faculty meetings and PLC's will incorporate ideas into their own practices.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	1.) Creation of a professional learning community(PLC)/Circular 6 calendar that provides for a minimum of four (4) department meetings and four (4) inquiry-based teams – for a total of eight (8) teams that meet on a weekly basis. 2.) 100% of teachers will be assigned to at least one professional learning community that will meet during common planning time (period 8) daily. 60% of teachers will be assigned to two or more PLC's by the beginning of February. 3.) 100% of PLC's will produce a rubric outlining how growth/progress and success will be measured; this rubric will be completed by the end of the first semester. 4.) 100% of inquiry-based PLC's will produce at least ten (10) low-inference observations over the course of the school year to support their work. 5.) 30% of PLC members will participate in at least one visit to a middle school in the AED network – observing a similar PLC and incorporating best practices during the fall semester; at least 65% of PLC team members will meet this objective by the end of the school year. 6.) 100% of department PLC's will produce curriculum maps/unit plans for each month and grade level during the course of the 2009/2010 school year.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Objective Evidence that will be used to evaluate whether the goal has been met will include: 1.) Circular 6/PLC Calendar for the 2009/2010 School Year. 2.) PLC Rubrics for each group – outlining how growth/progress & success will be measured over the course of the year. 3.) Low Inference Observations conducted by PLC members. 4.) Monthly Grade/Department Curriculum Maps. 5.) Notes/Best Practices from observations of PLC's in AED middle schools. 6.) Aligned proposed interdisciplinary curriculum map/pacing chart for 2010/2011 school year.

Subject/Area (where relevant): **Parental Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase parental involvement at MS 256 - with specific emphasis on the Parent's Association and the School Leadership Team (and across the whole community as a result thereof).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to accomplish this goal: ● Teachers, Administration and the Parent Coordinator will collaboratively conduct personalized outreach to all families. ● We will create an online calendar (accessible via the DOE portal) that will inform community members of upcoming events and activities. ● The Parent Coordinator will conduct a series of workshops (with assistance from select staff members – depending on the topic) addressing areas such as: the use of ARIS and Snap Grades to monitor a child's progress, drug and violence prevention, and preparing children for the transition to high school (to name but a few). ● Incentives will be offered to increase parent turn out and participation (this includes public recognition of exemplary school community members, topical speakers, and similar activities). ● Advisors will serve as the key contact person for all parents and families, making certain to call the homes of each of their advisees at least once a month to provide a social, emotional and academic update – as well as inform parents of, and invite them to participate in school activities. ● Each Advisory will organize at least one community service project during the course of the year – parents will be invited and encouraged to participate. The Advisory with the highest percentage of parent participation will receive a bonus reward (to be determined). ● One parent from each grade will be recognized at MS 256's annual awards dinner as "Outstanding Parent of the Year" and be presented with a plaque acknowledging such.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	1.) Parent Association membership will increase by (at least) 10% based on attendance/participation in 2008/2009. 2.) Parent Teacher Conference attendance will increase by 5% (Spring 2010 compared to Fall 2009). 3.) 60% of parents will log on to either SnapGrades or ARIS Connect during the fall semester to check on the growth and progress of their child. 4.) MS 256 will offer a series of Parent Breakfasts (nine), Workshops (five), and Family Nigh Dinners (four) over the course of the year – consisting of a total of eighteen (18) events/activities. 5.) Attendance at Parent events will increase by 5% (compared to attendance at similar events held during the 2008/2009 academic year). 6.) At least 20% of the total parent body will volunteer at one (or more) activity/event in and around the school during the 2009/2010 school year.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Objective Evidence that will be used to evaluate whether the goal has been met will include: 1.) Parent Association membership lists, minutes and attendance records from meetings, workshops and other school events. 2.) Data Analysis Report - comparing parent attendance at Parent Teacher Conferences (fall 2008 to fall 2009; spring 2009 to spring 2010; fall 2009 to spring 2010). 3.) Printout/Analysis of ARIS and Snap Grades login data – tracking and measuring use over the course of the year. 4.) Attendance Logs and Parent Surveys taken at Breakfasts, Workshops and Family Dinners/Cultural Nights.

Subject/Area (where relevant): English (ELA)

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the percentage of students in the lowest 1/3 of our academic population who demonstrate one year's growth in English (as reflected by New York State via the administration of the May, 2010 ELA assessment).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	In order to accomplish this goal: ● The Data Specialist, reviewing ARIS, Acuity, and all other relevant information will identify the lowest 1/3 of our academic population in ELA. ● Identified students will be programmed for reduced class size sections in ELA, allowing them to have more dedicated time with their teacher. ● Identified students will be encouraged (and in some cases required) to attend tutoring during lunch and after school, as well as Saturday Academy. ● Using data obtained through Acuity testing (and via individual teacher assessments and low-inference observations conducted by PLC's), students, in collaboration with their teachers, will set short and long term ELA goals – both content area and achievement specific. ● Students will be given opportunities to explore testing as a genre – reviewing the types of questions and discussing strategies to help them maximize their scores. ● All students will receive at least one period a week of Accelerated Reader (AR), allowing them to ascertain their proper reading level and select appropriate books for independent reading. Additionally, these students will, in conjunction with the AR coordinator and their classroom teachers, set and track their progress in meeting reading goals.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	1.) 100% of all students identified as in the lowest 1/3 of our academic population will sit for all Acuity ITA's and the New York State ELA Exam administered in May, 2010. 2.) Produce (at least) a 10% gain on baseline assessment exams (Acuity ITA's) in ELA – comparing data from Window One to data from Window Three. 3.) A minimum of 11 students (15% of all students identified as in the lowest 1/3) will attend lunchtime and after school tutoring on a weekly basis. 4.) At least 60% of students identified as in the lowest 1/3 of our academic population will attend Saturday Academy. 5.) At least 50% of students identified as being in the lowest 1/3 of our academic population will meet their monthly and yearly Accelerated Reader (AR) goals. 6.) A minimum of 10% of students identified as being in the lowest 1/3 of our academic population will demonstrate at least one year's growth in ELA.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Objective Evidence that will be used to evaluate whether the goal has been met will include: 1.) ELA Baseline Assessment Data (Acuity – Window 1); Additional ELA Assessment Data (Acuity – Windows 2 & 3). Comparative Report/Analysis of Student Data from Window 1 and Window 3 – measuring progress/growth over the course of the year. 2.) Individual Student Growth Plans – Focused on ELA Skills and performance goals (short and long term), as supported by the work of the Inquiry Team PLC. 3.) Student Attendance/Participation logs from lunch/after school tutoring and Saturday Academy classes. 4.) Accelerated Reader Data – Analysis of Growth Reports documenting student progress/level achieved (in comparison to previous levels). 5.) New York State May 2010 ELA NYStart Data. 6.) Comparative Data Report/Breakdown of ELA Item Analysis (Spring 2009 results compared to Spring 2010 results).

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	---	---	N/A	N/A	---	---	---	---
1	---	---	N/A	N/A	---	---	---	---
2	---	---	N/A	N/A	---	---	---	---
3	---	---	N/A	N/A	---	---	---	---
4	---	---	---	---	---	---	---	---
5	---	---	---	---	---	---	---	---
6	13	15	Up to 50*	Up to 50*	8	1	2	6
7	17	20	Up to 60*	Up to 60*	8	2	3	8
8	9	13	Up to 75*	Up to 75*	11	2	2	12
9	---	---	---	---	---	---	---	---
10	---	---	---	---	---	---	---	---
11	---	---	---	---	---	---	---	---
12	---	---	---	---	---	---	---	---

* These AIS Services are open to ALL students. ELA and Math are also open to all students – numbers above reflect criteria below.

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA Academic Intervention Services take place through four different programs: Beacon After School; Small Group Tutorials; After School Enrichment; and After School Homework Helper. The Beacon Program meets daily from 3:00pm to 6:00pm, offering tutoring in reading, and homework help for students in 6th, 7th and 8th grade. Small group tutorials take place during the day (a student's lunch period) and focus on English Language Arts skill deficiencies; they are open to 6th, 7th and 8th grade students. The After School Enrichment (ELA) meets two days a week for two hours each day and is offered to all students. After School Homework Helper meets daily – any student may opt to attend; the program is open to all.
Mathematics:	Mathematics Academic Intervention Services take place through four different programs (similar in design to ELA). They are: Beacon After School; Small Group Tutorials; After School Enrichment; and After School Homework Helper. The Beacon Program meets daily from 3:00pm to 6:00pm, offering tutoring in mathematics and homework help for students in 6th, 7th and 8th grade. Small group tutorials take place during the day (a student's lunch period) and focus on Math skill deficiencies; they are open to 6th, 7th and 8th grade students. The After School Enrichment (Math) meets two days a week for two hours each day and is offered to all students. After School Homework Helper meets daily – any student may opt to attend; the program is open to all.
Science:	Science Academic Intervention Services take place through three programs: Small Group Tutorials; After School Enrichment; and After School Homework Helper. Small group tutorials take place during the day (a student's lunch period) and focus on Science skill deficiencies; they are open to 6th, 7th and 8th grade students. After School Enrichment, offered twice a week, is primarily used to support 8th graders as they work to complete their Science Exit Projects – though it is open to 6th and 7th graders as well (if they make arrangements with the teacher to attend). After School Homework Helper meets daily – any student may opt to attend; the program is open to all.
Social Studies:	Social Studies Academic Intervention Services take place through three programs: Small Group Tutorials; After School Enrichment; and After School Homework Helper. Small group tutorials take place during the day (a student's lunch period) and focus on Social Studies skill deficiencies; they are open to 6th, 7th and 8th grade students. After School Enrichment, offered twice a week, is primarily used to support 8th graders as they work to complete their Social Studies Exit Projects – though it is open to 6th and 7th graders as well (if they make arrangements with the teacher to attend). After School Homework Helper meets daily – any student may opt to attend; the program is open to all.

At-risk Services Provided by the Guidance Counselor:	The work performed by the Guidance Counselor is differentiated by attention to age specific developmental stages of student growth, needs and tasks. Student interests at each of these stages are also taken into consideration. School counselors work with all students, including those who are considered "at-risk" and those with special needs. They are specialists in human behavior and inter-personal relationships; they provide assistance to students through four primary interventions: counseling (individual and group), large group guidance, consultation and coordination. Guidance counselors provide conflict and peer mediation in the context of the academic curriculum.
At-risk Services Provided by the School Psychologist:	The responsibilities of the School Psychologist focus on the following: providing timely psycho-educational assessments; appropriate participation in IEP meetings; conducting classroom behaviors observations; determine the need for psychological evaluation; providing consultative and support services to school staff, parents, and students to assist them in managing the student in groups; and serving on school level teams and committees.
At-risk Services Provided by the Social Worker:	The responsibilities of the Social Worker focus on the following: provide social histories; participating in IEP meetings as appropriate; conducting classroom observations; obtaining parental consent for evaluation, explaining due process rights to parents, determining guardianship and obtaining surrogates if needed; providing consultative and support services to students, parents, and school personnel; and serving on school-level teams and committees.
At-risk Health-related Services:	The **Substance Abuse Prevention Intervention Specialist (SAPIS)** is to provide substance abuse awareness through education, prevention and intervention services to students and their families. Prevention services include: classroom presentations, life skills groups, peer leadership groups and peer mediation. Parent workshops targeted towards developing effective parenting skills are also provided and are an integral part of the prevention program. The intervention component includes the following: individual sessions, group sessions, and crisis intervention services. Assessments and referrals to programs sponsored in the community are provided if the students or their families need or require further assistance.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELL'S)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) –

Below you will find a description of the steps taken at MS 256 to initially identify students who may be ELL's. These steps include administering the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language, and the Language Assessment Battery-Revised (LAB-R).

Our Language Allocation Policy Team is composed of the school Principal, Jeffrey S. Perl; the Parent Coordinator, Starrlynn Fikaris; the P.A. President, Tanja Johnson; the ESL Teacher, David Patterson; the Guidance Counselor, Ken Greenfield; and the Social Worker, Julia Carranza. Our purpose is to plan, implement and revise our ELL program as necessary. Agendas and sign-in sheets are kept for each meeting. Additionally, each semester MS 256 devotes one full day to professional development around ESL instruction, issues and meeting the needs of our ESL students. All staff members must sign an attendance sheet acknowledging their presence and participation. Further, our Parent Coordinator facilitates at least one workshop a semester for parents of ELL students, helping them learn about the resources and opportunities available to them through the Department of Education. (For more information relating to parental involvement, please see the relevant sections of this document).

MS 256 focuses on an early high school preparatory model and expects all students, regardless of their ELL status, to achieve academically. We provide the supports necessary for this to happen. In all grades, core subjects of English, Social Studies, Science and Math operate through the Understanding by Design and are taught via the Workshop Model. We are also a Renaissance Learning school: all of our children participate in the technology-based Accelerated Reader Program. For our special needs children we have Collaborative Team Teaching, Speech, and Special Education Teacher Support Services (SETSS). We are proud to tell all entering students and their families about ourselves.

To ensure that parents of ELL's in General Education classes understand our ELL program we have interactive and informational activities in place. The following procedures take place when an ELL student enrolls in our school for the first time:

-Parents are shown (in their native language) the multi-lingual video from DOE - "Orientation Video for Parents of English Language Learners." The video is followed by a discussion about what they have seen.

-Parents are given the handout (in their native language) "Guide for Parents of ELL's." A question and answer segment follows.

-Parents make a choice, and are also informed that they may move their children out of our school and into one offering a more comprehensive bilingual program if they wish to do so.

-Parents learn about our PA and PA workshops; they receive teacher schedules for conferences. The Parent Coordinator gives the parents her dedicated phone number for special calls.

-Parents tour the school to see students engaged in active learning and observe/review the bilingual materials their children will be using.

-Parents return to their original meeting place and discuss how our ELL's fit in to our over-all teaching and learning school design.

Whenever possible, parents will receive documents in their native language. We will call on the DOE Office of Translations via email to translate for us. After viewing the Parent Survey and Program Selection Forms for the past several years, we found that our parents request the push-in format whenever possible so their children can receive maximum content specific academic support while remaining with their classmates/social peers.

Our program is aligned with our parents' request and our ELL students are taught in a small group setting by our ESL teacher who provides them with individualized attention within the regular classroom surrounding. Over the past three years, the trend has been for parents to request as inclusive an ESL setting as possible. We have accommodated this request, creating a pull-out whole class model that allows for a much smaller class size (homogeneous) and more individualized, differentiated instruction. We continue to build alignment between parent choice and program offerings by keeping channels of communication open between the parents and the school, scheduling the topic for review at each of the LAP Team Meetings, and by using our funds appropriately.

Data patterns across proficiency and grade levels (in regards to our ELL population) reveal weaknesses in reading and writing, but primarily in writing. Therefore, our ELL instruction, while being broad-based in English acquisition through multi-modal programs, will include writing both fiction and non-fiction pieces, whenever possible. The ESL teacher will align with the ELA classroom work and parallel classroom instruction to enable ELL's to maintain social and academic equilibrium with their classmates in ELA. Additionally, ALL ELL students are eligible and encouraged to participate in after-school programs.

At MS 256 we use interim assessments as diagnostic tools to drive individualized instruction.

Implications for our LAP and instruction include mainstreaming our outstanding "Advanced" ELL students and adjusting our materials to meet the changing needs of our students. We do not teach in Native Language. MS 256 assures the mandated number of instructional minutes for "Beginner", "Intermediate", and "Advanced" students.

All ELL students at MS 256 are annually administered New York State English as a Second Language Achievement Test (NYSESLAT). The results of this test are used to determine whether a student has reached a proficient level in his or her acquisition of the English Language in order to be decertified from needing ESL services.

Total Number of Students Enrolled at MS 256:	**188**					
Total Number of ELL's:	**22**					
ELL's as Share of Total Student Population:	**11.7%**					
Number of ELL Students (Pull-Out) By Grade -	6th:	**7**	7th:	**9**	8th:	**5**
Number of Students Identified as SIFE:	**0**					
Number of Newcomers:	**8**					
Number of ELL's in Special Education:	**5 (Self Contained)**			**8 (with IEP's)**		
Number of Long Term ELL's:	**6**					
Number of ELL Beginners:	6th:	**1**	7th:	**0**	8th:	**0**
Number of ELL Intermediate:	6th:	**4**	7th:	**6**	8th:	**2**
Number of ELL Advanced:	6th:	**2**	7th:	**3**	8th:	**3**

Planning for our ELL population: Currently, our ELL students are taught through a freestanding, pull-out homogeneous, small-class approach. Additional push-in and small-group instruction (AIS) is provided for Beginning Level ELL students. All ELL students receive eight 45 minute periods of Literacy a week. Beginning ELL's in each grade receive small-group instruction for a minimum of three periods a week. During these periods, the teacher uses appropriate ESL instructional methods to address the four language modalities. Instructional materials utilized in the ESL pullouts include:

• An ESL library geared to middle school interest level, containing a variety of genres and reading levels.
• Dictionaries appropriate to ESL instruction (Longman's)
• NYSESLAT Prep Materials
• Audiocassettes of young adult literature
• The Longman/Penguin leveled reader series, specially designed for ESL instruction.
• The *Easy English News*, a monthly publication designed for ESL students.
• The monthly National Geographic *Wild World* magazine.

Along with building reading comprehension, the two monthly magazines serve as sources for student expository writing, which is central element of the class' work. The ESL teacher works with the literacy staff in the planning and implementation of best practices for working with ELL's in the ELA classroom. Using whole group, small-group, and one-on-one instruction, the ELA, ESL and support teachers use a variety of methods to build all four components of ELL's literacy skills. These include

• Regular writing activities
• Independent reading with one-on-one conferencing, written reflections, and regular diagnostic testing through the AR (*Accelerated Reader) program*
• Shared reading as a whole class and in small homogeneous reading groups
• Read alouds of fiction and expository text
• Oral reports on current events and books
• For some students, recorded books to listen to while reading printed text.

Planning for this collaborative instruction takes place during common preps, as well as during weekly meetings of the school's literacy team. During this planning time, special attention is paid to those students who have been receiving ELL services for over four years and those identified as Long Term ELL's. The focus of our ELL instruction is for students to achieve proficiency and test out. Students who have not been able to do so with over four years of services receive additional interventions – including AIS services and counseling (as appropriate).

While we currently do not have any students identified as SIFE as enrolled at MS 256 – these students, should they enroll, would receive all the supports other ELL students receive based upon their tested level, as well as additional counseling services to help them readjust to a school-setting. (This applies to students identified as Newcomers as well). ELL students with special needs are provided all the same services as general education students with special needs in addition to the ELL services they receive.

NYSESLAT Scores & Analysis: In 2008/2009 eighteen students sat for the NYSESLAT Exam. The results are as follows – Beginning Level – 1 student, Intermediate Level – 10 students, Advanced Level – 7 students. The results clearly indicate that nearly all of our students are at Intermediate to Advanced levels and are working towards testing out. It is our expectation that at least 5 of the 7 students listed as Advanced will test out during the next administration of the exam.

LAB-R Scores & Analysis: In 2009/2009 twelve students sat for the LAB-R Exam. The results are as follows – Beginning Level – 5 students, Intermediate Level – 7 students. Once again, the results indicate more of our students are at a higher ELL level and are working towards proficiency and testing out.

Conclusions Drawn: Because of the small ELL population at MS 256, and in light of their performance on both the NYSESLAT and LAB-R exams, MS 256 will continue to offer a whole class homogeneous approach that allows the ESL teacher to focus on improving literacy skills that will allow students to achieve proficiency and test out of ELL. We will also begin to offer more support services (pull-out small group during Extended Day) for those Beginning Level students.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s): 6-8 Number of Students to be Served: 0 LEP 0 Non-LEP

Number of Teachers: 0 Other Staff (Specify): Not Applicable

Number of Certified ESL Teachers: 1

Number of Special Education Teachers with Bilingual Extensions: 0

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

MS 256 currently receives no Title III funds for LEP Programs.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: 03M256 **BEDS Code: 310300010256**

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$0.00	Not Applicable
Purchased services - High quality staff and curriculum development contracts.	$0.00	Not Applicable
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$0.00	Not Applicable
Educational Software (Object Code 199)	$0.00	Not Applicable
Travel	$0.00	Not Applicable
Other	$0.00	Not Applicable
TOTAL	$0.00	Not Applicable

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the school's written and translation and oral interpretation needs are:

a. Annual school report card-demographics data
b. Parent/Guardian Home Language Survey ATS Reports – home-language data
c. Parent Interviews
d. Parent Coordinator Log Book
e. Electronic file kept of teachers/staff notes and request to contact parents who need translations over the phone

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.

Oral interpretation is needed for parent-teacher conferences, parent-teacher-dean meetings and phone calls home. School administration and staff need to communicate effectively with parents, students and community in general. There is a need for written translations of letters from school administrators regarding a year round variety of activities. These findings were reported at PTA meetings, parent-teacher conferences, SLT meetings, faculty conferences, grade conferences, school memorandums, parent workshops, and letters home.

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 translations will be done in-house. The Parent Coordinator, Social Worker, and the office staff will translate all written documents for the school in a timely manner. All materials that go home to parents and are available at the school are in English and in Spanish. Documents will be provided with time provided for translation. During the school year there is a calendar of letters that have to go out periodically. These will be provided to the Parent Coordinator and Social Worker at least a week in advance. Any bilingual staff member may be asked to translate emergency letters that go home. A welcome sign in eight languages is posted directly opposite the main office.

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 interpretation services are provided by in-house by school staff. The following staff members are available to do oral interpretations: School Secretaries, School Aide, Social Worker, and the Parent Coordinator, Select Teachers. At the entrance of the school office there is a bilingual school aide greeting the parents and referring them to the appropriate personnel.

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.

MS 256 will implement the above strategies. MS 256 will post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- *All* Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$104,501	$66,868	$171,369
2. Enter the anticipated 1% set-aside for Parent Involvement:	$1,045		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$669	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$5,225		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$4,333	
6. Enter the anticipated 10% set-aside for Professional Development:	$10,450		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$6,687	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **100%**

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Not Applicable – 100% of our teachers teaching in core academic subjects during the 2008-2009 school year were classified as "highly qualified."

***Please note – Data contained in this section was accurate as of November 2009 (as per HQT data located in the SDAS).**

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

MS 256 actively engages in programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures are planned and operated in meaningful consultation with parents of participating children. The school ensures that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, MS 256 provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. MS 256 involves the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. We are governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

MS 256 will implement the required Parental Involvement Policy components as follows:

1. MS 256 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Monthly PA Meetings; School Leadership Team; Title I Parent Meetings; ELL's Parent Meetings. (Translations will be provided as necessary).

2. MS 256 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Monthly PA Meetings; School Leadership Team; Title I Parent Meetings; ELL's Parent Meetings. (Translations will be provided as necessary).

3. MS 256 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Back to School Night; Family Night(s); Cultural Heritage Night(s); Fundraising Events; Workshops; and Curriculum Fairs (with translations as necessary).

4. MS 256 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under additional programs as agreed to be all school constituents (following established protocols).

5. MS 256 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies: Review of parent attendance in at least four "events" per year. Longitudinal comparison to be done by Parent Coordinator, Data Coordinator, and PA President. Parents will enter on the sign-in sheet the following information: Parent's name; Child's name & class. From this attendance information we, as a small school that knows each of its pupils, can generate identifying flags to barriers preventing greater parental involvement in activities.

6. MS 256 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. the State's academic content standards
        ii. the State's student academic achievement standards
        iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: Activities, equipment and materials necessary to ensure success

include: The Renaissance Learning Parental Piece; High School Articulation Meetings; Curriculum Workshops given at MS 256 by Parent Coordinator; Brochures; Videos; LCD Projector, screen.

b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Adult/Child Book club; Homework Helper Workshops; Adult/Child Technology Workshops; Parent Workshops on the New York State Content Performance Standards.

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff members, learn how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the school.

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with additional programs.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Translations by Parent Coordinator into Spanish on-site; Back-packing notices home; Using the DOE Website to Translate letters; Mailing Notices home; Using Translation Funds to hire "live" DOE Services when necessary.

This School Parental Involvement Policy is developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. The school will distribute this policy to all parents of participating Title I, Part A children on or before Back-to-School Night and will be subject to Annual Review no later than the 30th of September each year.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

MS 256, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

MS 256 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November and February

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Quarterly Report Cards – November, February, April and June, with mid-marking period reports half-way between each quarter.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff available during their preps, after and before school Monday – Friday, by appointment.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: During Open-School week in November, and by appointment.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning by:

- Monitoring attendance: Sending an absence note; calling to notify the school of absence and for lateness.
- Making sure that homework is completed.
- Making a point of spending at least 1 hour of quality time with my child talking about school and reviewing assignments.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time, such as attending after-school programs.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Insuring that my child is properly groomed and wearing his or her dress code daily.
- Providing my child with the necessary school supplies he or she needs for learning.

Student Responsibilities

I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards.

Specifically, I will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school properly groomed and in my dress code.
- Attend after-school class/workshops at MS 256.
- Arrive on time.

Signatures:

_____	_____	_____
School	Parent(s)	Student
_____	_____	_____
Date	Date	Date

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Part IV – Needs Assessment

2. School wide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
      - Help provide an enriched and accelerated curriculum.
      - Meet the educational needs of historically underserved populations.
      - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
      - Are consistent with and are designed to implement State and local improvement, if any.

See Part V – School Goals and Objectives and Part VI – Action Plan

3. Instruction by highly qualified staff.

All MS 256 teachers will be certified in their subject area(s) for the 2009-2010 school year. On-going professional development will provide all teachers with up to date strategies and techniques to meet the needs of their students.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

MS 256 will take the following steps for all staff members:

- A focus on academic performance in ELA and Mathematics;
- Professional Development designed to meet the needs of the students and their teachers;
- On-going literacy staff development delivered by highly qualified staff and coach;
- Ongoing professional development in balanced literacy and impact mathematics using the Workshop Model;

- Study groups in the areas of data driven instruction differentiated instruction and planning by design;
- Targeted professional development offered within our Network;
- School inter-visitations.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

MS 256 will take the following steps to attract high-quality, highly qualified teachers:

- Attend New York City hiring fairs.
- Attend hiring fairs for “Teaching Fellows” and “Teach America”
- On-going collection and review of resumes at school and through the Network..
- Use of “The Open Market”
- Development of partnerships with local universities for student teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

See Appendix 7.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Through dedicated planning time, professional learning communities will focus on the following areas:

- Grade Meetings
- Departmental Meetings
- Leadership Team Meetings
- Inquiry Team
- Faculty Meetings

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Appendix 1 and Appendix 2.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Primary funding in these areas will come from:

- Tax Levy Funding
- Special Education Funds

Funds will be used to reduce class size in literacy and mathematics in all grades and to insure meeting the Standards in all core subjects; Science, Math, ELA, Social Studies.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NOT APPLICABLE FOR MS 256

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

NOT APPLICABLE FOR MS 256

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR**[1] **Phase/Group** ***(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix – **NOT APPLICABLE FOR MS 256**

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM
Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background
A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling,

handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English teachers at MS 256 have met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

MS 256 does not believe that the finding is relevant to our school's educational program. This belief is supported by several pieces of evidence, key among them – the New York State Exam in ELA. The exam, a barometer of the NYS ELA standards, was met with success by a majority of our students. **ALL** students who sat for the exam scored at Level 2 (approaching standards) or higher; of that group, 70% earned a score of Level 3 (meeting standards) or higher. Additionally, because MS 256 engages in collaborative humanities planning, we are in the process of creating curriculum maps that are skill-based – English classes not only address the ELA standards, but the Social Studies ones as well (and vice versa). We have also made a concerted effort to find and integrate literature into the classroom that is both age appropriate and culturally relevant. Finally, our staff is very much aware of the standards for English Language Learners. All of our ELL students receive mandated services and our ESL teacher meets regularly with subject area teachers to ensure that individual needs

are being met. He attends numerous professional development sessions and is aware of all state (and federal) mandates. Our ELL students (admittedly a small number) are achieving at a level consistent with other students in the school.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics teachers at MS 256 have met and reviewed these findings - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable ☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

MS 256 believes that this finding is relevant to our school's educational program. As we begin to restructure our Math curriculum, focusing on preparing our eighth grade students to take the Integrated Algebra exam, our math teachers often find themselves struggling to align the state standards with what the pacing chart they are given by the state. Additionally, teachers are struggling to figure out what areas they should focus on and how best to use instructional time to ensure that state standards are being met and that students are prepared for both the state and Regents exams. The majority of our evidence to support this finding is anecdotal, provided by the teachers as they attend professional development sessions, prepare students for exams and design their curricula. The Regents pass rates in Integrated Algebra in 2008-2009 was high (12 of 15 students passed), but the majority of eighth graders did not sit for the exam. We are moving in a new direction in this area.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

MS 256 is working diligently to address these findings. We have begun curriculum mapping to ensure that instruction is aligned with state standards so students are prepared for high school. We are pursuing grant opportunities in Math and looking to create more "SMART" classrooms that employ smart-boards and laptop computers. (We currently have two SMART boards that are used in our Math classrooms). Our teachers attend numerous professional development workshops and work collaboratively to ensure consistency across the topic areas. As we continue our efforts in curriculum mapping, we will begin placing the data online - providing transparency for teachers, students and families, allowing learners to reach articulated benchmarks and goals in mathematics. We would certainly welcome additional support from Central and other agencies were it to be offered.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The English teachers at MS 256 have met and reviewed these findings (just as they did in regards to Curriculum) - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ELA classes are taught by highly qualified teachers who consistently employ best practices and differentiate instruction to meet the needs of all learners. This is evidenced by informal and formal observations that are made by administrators (and the accompanying satisfactory ratings and areas of strength that are documented in the reports). Additionally, our ELA, Social Studies and Art teachers work collaboratively – allowing for prolonged instruction that creates additional time for group work and interdisciplinary projects. Our instruction is geared to the needs of our students.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Mathematics teachers at MS 256 have met and reviewed these findings (just as they did in regards to Curriculum) - issuing a report detailing whether they believe the findings are relevant to our school's educational program. The report was then shared with the School Leadership Team and Parent's Association, who each provided feedback. Now that all constituents groups have had an opportunity to

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

review these findings, Administration is in the process of preparing an overall analysis of the statements contained in Appendix Seven. This analysis will be issued to all staff members upon its completion.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our Math classes are taught by highly qualified teachers who consistently employ best practices and differentiate instruction to meet the needs of all learners. This is evidenced by informal and formal observations that are made by administrators (and the accompanying satisfactory ratings and areas of strength that are documented in the reports). Additionally, all of our Math teachers offer tutoring after and during school – students have the choice to see any math teacher, allowing them to explore different instructional models and choose the one that best suits their style of learning. Further, our math classes are taught in SMART classrooms that employ smart boards and laptops. This approach allows for hands-on learning that is academically focused. Our instruction is geared to the needs of our students.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We reviewed our teacher turnover data from 2007/2008 to 2008/2009 as well as past years. We looked for trends in departments, subject areas, etc. This information was presented to the School Leadership Team and UFT Chapter Leader for review.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From academic year 2008/2009 to academic year 2009/2010 only three staff members left to pursue other opportunities. Of these three, two resigned from the Department of Education (these were both first year teachers who came to the conclusion that teaching was not the right career choice for them). The other teacher who left went to work at a gifted and talented program. We have four staff members who have been with the school for over six years. For the anticipated year 2010/2011 we are projecting only one vacancy, as one teacher is completing his administration and supervision certification and is likely to become an assistant principal. Teacher turnover rate is not high at MS 256.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Because MS 256 has a limited ELL population (less than fifteen students), a representative from the Administration met with the lone ESL teacher and presented him with this finding. He disagreed and indicated that he was very aware of professional development opportunities that were available to him – through the Integrated Service Center, our support organization and professional affiliations. Not only does he attend many of these, he informs all staff members of PD opportunities in ESL (for non-ESL teachers).

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our ESL teacher attends regular professional development sessions and informs our staff of PD opportunities that focus on ELL instruction in subject area classes. Teachers who express interest in attending are always approved to do so. We also make it a point to provide at least one PD a semester to our whole staff that addresses ESL concerns and effective teaching strategies in subject area classes.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Once again, because MS 256 has a limited ELL population, a representative from the Administration met with the lone ESL teacher and presented him with this finding. He disagreed, stating that he was satisfied with the level of instruction and how it was monitored (both in the classroom and via electronic reporting systems). He expressed his respect for his colleagues who made sure that the needs of ESL students were met in their classrooms.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated above, our ESL instructor/coordinator makes it a point to disseminate information to all staff members who teach ELL students. All staff members are aware of required accommodations and intervention strategies that need to be used to insure student success. Our ATS reports are kept up to date and all teachers are receiving training in ARIS – which provides them with information on a student's ESL status (current or former). As MS 256 only offers one type of ESL program for students to be enrolled in, there is no confusion in this area.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The population of Special Education students at MS 256 is considerable. The Special Education department is overseen by the assistant principal (who is supported by the IEP teacher) who plans professional development opportunities for the entire staff. Administration presented these findings to her and asked her for her opinion. She indicated that she disagreed with the statement and felt that faculty and staff at MS 256 was very well informed about Special Education and IEP requirements and that adequate amounts of professional development are provided.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

ALL teachers at MS 256 who teach students with IEP's are provided with copies of these documents (as mandated by state law). Additionally, these teachers participate in annual conferences relating to the students' performance and meet regularly with the special education teacher and assistant principal to discuss progress and strategies that might be employed to students' individual needs. Information regarding Special Education mandates and requirements is disseminated regularly, and a minimum of one professional development session (in-house) per semester addresses Special Education/IEP issues.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEP's clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEP's and the content on which these students are assessed on grade-level state tests. Finally, IEP's do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding was presented to both our Special Education Department and Pupil Personnel Team. They both disagreed with the finding.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

MS 256 has a very limited population of IEP students with disabilities. All mandates are followed and these students' IEP's are scrutinized to ensure that mandates are being met. IEP goals, objectives and promotion criteria are reviewed by our transition coordinator, and our IEP's (when necessary) do include behavioral plans with specific goals. Because the population of IEP students with disabilities is small, extra emphasis is put on making certain that their needs are accommodated.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

MS 256 currently has six (6) students enrolled who are identified as Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Under the McKinney-Vento Homeless Assistance Act, students in temporary housing are guaranteed the rights listed below. MS 256 strictly adheres to the act and ensures that these requirements are met for our each of our students appropriately identified. They are –

The right:

- To a free public education.
- To immediate enrollment in the zoned school.
- To attend school no matter how long they have lived at their current location.
- To stay in their school of origin (school attended before becoming homeless or the last school attended) or choose to attend their new zoned school.
- To transportation services to and from school.
- To not be denied immediate school enrollment just because of their situation or because they lack enrollment documentation.
- To not be separated from the regular school program because they are homeless.
- To receive free school meals.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

Not Applicable.