



**ACADEMIC AND ATHLETIC EXCELLENCE**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 03M256**  
**ADDRESS: 154 WEST 93<sup>RD</sup> STREET**  
**TELEPHONE: 212-222-2857**  
**FAX: 212-531-0586**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

**SCHOOL ADDRESS:** 154 West 93<sup>rd</sup> 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:** Mildred Garcia

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 03      **CHILDREN FIRST NETWORK (CFN):** CUNY/AED PSO CFN (511)

**NETWORK LEADER:** Calvin Hastings

**SUPERINTENDENT:** Sara P. Carvajal

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	
Mildred Garcia	*PA/PTA President or Designated Co-President	
Evelyn Guerrero	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rease Diroche	DC 37 Representative, if applicable	
<i>Not Applicable</i>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<i>Not Applicable</i>	CBO Representative, if applicable	
Jessica Fazekas	Member/Teacher	
Cameron Brown	Member/Teacher	
Robert Done	Member/Parent	
Ana Veliz	Member/Parent	
Janet Puente	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **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.

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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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>				
<b>School Name:</b>	M.S. 256 – Academic and Athletic Excellence			
<b>District:</b>	03	<b>DBN #:</b>	03M256	<b>School BEDS Code:</b> 310300010256

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		89.2	90.8	90.2		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		87.4	90.9	90.0		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	65	53	48	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	43	60	58		70.7	71.6	83.0		
Grade 8	60	56	75						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	15	3		
Grade 12	0	0	0						
Ungraded	2	4	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	170	173	185		3	3	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	10	17	29	Principal Suspensions	53	80	30		
No. in Collaborative Team Teaching (CTT) Classes	9	10	11	Superintendent Suspensions	24	14	46		
Number all others	14	11	19						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	11	18	12	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	0	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	17	14
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	1	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	2	6
	0	3	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.6	0.6	0.0	Percent more than two years teaching in this school	66.7	70.6	79.0
Black or African American	44.7	45.1	47.0	Percent more than five years teaching anywhere	33.3	52.9	57.0
Hispanic or Latino	50.0	48.0	50.3				
Asian or Native Hawaiian/Other Pacific Isl.	0.6	0.6	0.0	Percent Masters Degree or higher	72.0	82.0	79.0
White	4.1	5.2	2.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.7	71.7	91.6
Multi-racial	0.0	0.0	0.0				
<b>Male</b>	54.7	53.8	58.4				
<b>Female</b>	45.3	46.2	41.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓	-				
<b>Student groups making AYP in each subject</b>	4	4	1				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	93.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	49.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6.8	Quality Statement 5: Monitor and Revise	

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
Overall Letter Grade	C	Overall Evaluation:	PROFICIENT
Overall Score	32.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	PROFICIENT
School Environment (Comprises 15% of the Overall Score)	7.1	Quality Statement 2: Plan and Set Goals	PROFICIENT
School Performance (Comprises 25% of the Overall Score)	4.6	Quality Statement 3: Align Instructional Strategy to Goals	PROFICIENT
Student Progress (Comprises 60% of the Overall Score)	20.1	Quality Statement 4: Align Capacity Building to Goals	PROFICIENT
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	PROFICIENT

## 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/Teacher 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 your school's 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 (reading will be addressed primarily through block programming, the (re)establishment of a daily literacy program – Accelerated Reader – and the hiring of a Literacy Coach who will provide professional development and in-classroom support/modeling; mathematics will be addressed through support by our network Math coach, a redesign of our Math curriculum – using ATLAS curriculum mapping – and a focus on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development specifically designed for teaching reading and math strategies to older struggling students in the core subject areas; the implementation of effective strategies for meeting the needs of our small, but growing ELL population; professional development in key areas (such as: integrating technology into the core curriculum areas, using Understanding by Design for portfolio building, 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. We also believe that building more partnerships and continuing to form relationships with outside agencies will have a positive effect on the tone and culture of our school. Acquiring state of the art computers, printers and smart boards for every classroom (through grant writing) would likewise have a similar effect.

### Student Performance Trends

Until this year, student scores in ELA and Math (as measured by NY State assessments) had shown a steady increase over the past three years – from 65% to 68% to 70% meeting or exceeding standards during that time frame. A preliminary review of this year's state test data (which only informed the school of which students were not proficient in ELA and Math) revealed that: 71 total students did not achieve proficiency in either ELA or Math (this includes self-contained special education students, students with IEP's and ELL's) – this is 37% of our total population (this means

that 63% of our total population did achieve proficiency). 26 students were not proficient in both ELA and Math (again – this includes special education, IEP and ELL students) – this is 14% of our total population. Breaking the numbers down further\*:

#### Self-Contained Special Education

Nineteen students of our self-contained special education population were not proficient in either ELA or Math (24 of our 27 self-contained special education students were tested – 79% of our self contained population was not proficient in ELA or Math). Eighteen self-contained students did not meet proficiency in Math (75%); thirteen self contained students did not meet proficiency in ELA (54%).

#### General Education – Grade 8

Thirteen 8<sup>th</sup> grade students were not proficient in either ELA or Math (18% of the 8<sup>th</sup> grade). Five 8<sup>th</sup> graders were not proficient in ELA (.07% of the 8<sup>th</sup> grade). Twelve 8<sup>th</sup> graders were not proficient in Math (16% of the 8<sup>th</sup> grade). Four 8<sup>th</sup> graders were not proficient in both ELA and Math (.05% of the 8<sup>th</sup> grade).

#### General Education – Grade 7

Eighteen 7<sup>th</sup> graders were not proficient in either ELA or Math (35% of the 7<sup>th</sup> grade). Nine 7<sup>th</sup> graders were not proficient in ELA (17% of the 7<sup>th</sup> grade). Fifteen 7<sup>th</sup> graders were not proficient in Math (29% of the 7<sup>th</sup> grade). Five 7<sup>th</sup> graders were not proficient in both ELA and Math (10% of the 7<sup>th</sup> grade).

#### General Education – Grade 6

Seventeen 6<sup>th</sup> graders were not proficient in either ELA or Math (42% of the 6<sup>th</sup> grade). Eight 6<sup>th</sup> graders were not proficient in ELA (20% of the 6<sup>th</sup> grade). Fifteen 6<sup>th</sup> graders were not proficient in Math (37% of the sixth grade). Five 6<sup>th</sup> graders were not proficient in both ELA and Math (12% of the 6<sup>th</sup> grade).

*\*This initial data has proven especially valuable in helping the School Leadership Team, and the principal, set annual goals for the 2010/2011 school year.*

Additionally, prior to this year, trends in Math showed students demonstrating a full year's growth (or more) when making the transition from 7<sup>th</sup> to 8<sup>th</sup> grade; this growth was lacking in the transition from grade 6 to grade 7. In ELA, the trend could best be described as inconsistent – varying from year to year. 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. When the school is provided with more comprehensive data on the May 2009 tests we will be able to conduct a more thorough analysis.

#### 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. While we realize our scores are not as impressive this year, it is worth noting that among our general education population 82% of 8<sup>th</sup> graders were proficient in both ELA and Math, and 65% of 7<sup>th</sup> graders were proficient in ELA and Math. In our administration of the June 2009 Integrated Algebra exam, 12 of 15 students tested

passed with a grade of 65% or higher. In June of 2010, 6 of 6 students who took the exam passed (a 100% pass rate). Additionally, we have created both an Advisory Program and Student Government – where neither existed in the past. And for the first time, MS 256 produced a yearbook and provided seniors with both a trip and prom (in recognition of their accomplishments and improvements). 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), Publicolor, In the Pocket, and Sylvan Learning (via PENCIL). The alliances have begun to help 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, our Support Organization, AED, has been extraordinarily helpful, as they have worked diligently with us to provide numerous and diverse professional development opportunities to our staff members and build professional learning communities. Parent involvement has increased as well over the past year, and families are becoming more of an aid than they were in the past. Our greatest aid is the dedicated staff members who work tirelessly to make MS 256 a successful school.

Perhaps the greatest barrier to our overall success is the fact that MS 256 was placed on New York State’s “Persistently Dangerous” list for the 2009/2010 school year. While we anticipate coming off the list in September of 2010, our enrollment dipped this year as a result of the designation. Because we were not fully enrolled, the placement office would regularly transfer students for safety reasons into MS 256. These were students who were often unsuccessful at their previous schools; their presence here disrupted the culture we were trying to build and led to interruptions in instruction – impacting the learning of students who would otherwise be on task and focused. Additionally, physical space in the Joan of Arc campus is an ongoing concern. The biggest barrier we faced to running a successful Advisory program was a lack of rooms in which we could teach to groups of ten students or less; if we divided all of our students into groups of ten we would need at least 18 classrooms or spaces to hold meetings – that is an impossibility (this is the same challenge we face with AIS groupings). Taking this into consideration, we are pro-actively building a schedule that addresses this concern.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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### Goal 1:

To move a minimum of 25% of all general education students identified as below grade level in English Language Arts to proficiency at grade level (as indicated by assessment data) by then end of June 2011. Specifically -

- 1.) 100% of students will complete baseline running records (using the Accelerated Reader – AR – program) by October 15, 2010 and subsequent running record assessments in December, March and June of the school year.
- 2.) A minimum of 25% of students identified as below grade level in English Language Arts will demonstrate proficiency – reading at grade level – on the June 2011 running record.
- 3.) A minimum of 50% of student identified as below grade level in English Language Arts will show a 10% gain (monthly) on AR comprehension quizzes (given online) – resulting in a 100% improvement for the course of the year.
- 4.) 100% of students will complete a minimum of three reading logs a week (either in class or at home); students identified as below grade level in ELA will be expected to complete additional logs based upon individual needs (up to six per week).
- 5.) 100% of students identified as below grade Level in Language Arts will take the Scantron Performance Series Online Assessment.
- 6.) 100% of students identified as Level 1 on the June 2010 State ELA Exam will receive Academic Intervention Services – after school, during lunch and on Saturdays for a minimum total of 100 hours over the course of the school year.
- 7.) 100% of students will complete Academic Goal Setting Contracts in ELA (one for each marking period – four in total for the year).
- 8.) 100% of students will complete an ELA portfolio assessment piece for each Unit completed over the course of the school year; assessment pieces will be self-selected and attached to a rubric and 2-3 paragraph explanation (written by the student) explaining how the piece demonstrates an understanding of the essential questions of the unit and mastery of the skills taught.
- 9.) A minimum of 25% of all general education students who scored Level 1 on the June 2010 State ELA Exam will score a Level 2 or higher on the June 2011 test.

Evidence – Used to evaluate whether the goal has been met:

- 1.) Logs documenting teacher participation in professional development and push-in modeling activities led by the Literacy Specialist.
- 2.) Complete running records of ALL students (baseline by the middle of October, updates in December, March and June).
- 3.) Student reading logs (collected weekly).
- 4.) Individualized ELA Academic Goal Setting Contracts (one for each marking period; four total for the year).
- 5.) Attendances Logs and minutes from bi-weekly Grade Team Meetings.
- 6.) Student portfolio pieces for each ELA Unit taught over the course of the year (with rubric and student statement).
- 7.) Accelerated Reader goal setting and quiz data/feedback.
- 8.) Testing Data – Acuity, Scantron, ISIS and the New York State English Language Arts Assessment (May 2011).

## **Goal 2:**

To move a minimum of 15% of all general education students identified as below grade level in Mathematics to proficiency at grade level (as indicated by assessment data) by then end of June 2011. Specifically -

- 1.) 100% of students identified as below grade Level in Mathematics will take the Scantron Performance Series Online Assessment.
- 2.) 100% of students will complete a minimum of three math journal entries a week (either in class or at home); students identified as below grade level in Mathematics will be expected to complete additional logs based upon individual needs (up to six per week).
- 3.) 100% of students identified as Level 1 on the June 2010 State Mathematics Exam will receive Academic Intervention Services – after school, during lunch and on Saturdays for a minimum total of 100 hours over the course of the school year.
- 4.) 100% of students will complete Academic Goal Setting Contracts in Math (one for each marking period – four in total for the year).
- 5.) A minimum of 50% of student identified as below grade level in Mathematics will show a 10% gain on targeted areas of deficiency on the State Acuity exams (administered over the course of three “windows” during the year) – resulting in a minimum total 30% improvement in said areas.
- 6.) 100% of students will complete a Math portfolio assessment piece for each Unit completed over the course of the school year; assessment pieces will be self-selected and attached to a rubric and 2-3 paragraph explanation (written by the student) explaining how the piece demonstrates an understanding of the essential questions of the unit and mastery of the skills taught.
- 7.) A minimum of 15% of all general education students who scored Level 1 on the June 2010 State Mathematics Exam will score a Level 2 or higher on the June 2011 test.

Evidence – Used to evaluate whether the goal has been met:

- 1.) Student Math journals (reviewed weekly).
- 2.) Individualized Math Academic Goal Setting Contracts (one for each marking period; four total for the year).
- 3.) Attendances Logs and minutes from bi-weekly Grade Team Meetings.
- 4.) Student portfolio pieces for each Math Unit taught over the course of the year (with rubric and student statement).

- 5.) Attendance Logs and Lesson Plans from after school, lunch and Saturday Academy Mathematics enrichment sessions.
- 6.) Testing Data – Acuity, Scantron, ISIS and the New York State English Mathematics Assessment (May 2011).

### **Goal 3:**

For a minimum of 70% of self-contained special education students three or more years below grade level in ELA and/or Mathematics to show six months of growth in the appropriate subject area(s) – as measured by assessment data – by June of 2011. Specifically -

- 1.) 100% of the 12:1:1 special education students will complete baseline Scantron Performance Series Online Assessments in both ELA and Math.
- 2.) 100% of the 12:1:1 special education students identified as three or more years below grade level will complete academic goal setting contracts in ELA and/or Math for each marking period – (four in total for one year.)
- 3.) 100% of the 12:1:1 special education students will complete a minimum of four math journal entries a week that address the specific skill or concept that needs improvement based upon individual need.
- 4.) 100% of the 12:1:1 special education students will complete a minimum of five literacy journal entries a week that address the specific skill or concept that needs improvement based upon individual need.
- 5.) By June 2011, 70% of students in 12:1:1 classes who are three or more years below grade level in ELA will demonstrate 10% gain on targeted areas of deficiency using either Scantron or Statue Acuity exams (administered over the course of three “windows” during the year) resulting in a minimum total 30% improvement in said areas.
- 6.) 100% of non-standardized testing students in the 12:1:1 classes who are more than three years below grade level will meet Level 4 proficiency for the performance indicators for ELA and Math as mandated for the NYSAA data folios.

Evidence – Used to evaluate whether the goal has been met:

- 1.) Performance Series/Scantron testing – initial to establish baseline levels; ongoing progress checks to measure growth and improvement.
- 2.) Grade level Performance Indicators checklists for ELA and Mathematics.
- 3.) Testing Data: Acuity, ISIS and the New York State 2011 Mathematics and ELA exams.
- 4.) NYSAA Data folios- for non-standardized testing students
- 5.) Student Portfolios (for core subject areas – ELA, Math, Science, and Social Studies).
- 6.) Individualized Education Plans (IEP’s) – with a focus on pages three and nine; comparing previous goals to growth/progress for the year.
- 7.) Attendance Logs, Agendas and Minutes from Special Education professional development offerings.
- 8.) Class schedules demonstrating alignment between self-contained Special Education classes and General Education classes.

#### **Goal 4:**

To increase the supports and services, both academic and social/emotional, offered to ESL students and their families. Specifically -

- 1.) 60% of beginner ELL's will increase their NYSESLAT proficiency level to intermediate or advanced.
- 2.) 70% of intermediate ELL's will increase their NYSESLAT proficiency level to advanced or test proficient.
- 3.) 90% of advanced ELL's will test proficient on the NYSESLAT Exam.
- 4.) 50% of beginner level ELL's will score Level 2 or higher on the New York State English Language Arts Exam administered in May 2011.
- 5.) 60% of beginner level ELL's will score Level 2 or higher on the New York State Mathematics Exam administered in May 2011.
- 6.) MS 256 will provide interpreters for 100% of parent workshops during the 2010-2011 school year.
- 7.) 100% of official school notices will be translated to native languages.
- 8.) Messages on Snap Grades and other online communication vehicles will be posted in both English and Spanish.

Evidence – Used to evaluate whether the goal has been met:

- 1.) ESL student and coordinator schedules – showing additional time and services for appropriate students.
- 2.) “Help Sheets” for all four core subject classes – ELA, Math, Science and Social Studies.
- 3.) Attendance Logs, Agendas and Minutes from ESL professional development offerings.
- 4.) Notices, letters, announcements and other items sent home from the school (in English and native language(s) – primarily Spanish).
- 5.) Reading logs, math journals & goal setting contracts (academic and social/emotional).
- 6.) NYSESLAT, Performance Series Exams, AR and STAR data.
- 7.) Portfolio pieces – for both ESL and core subjects.
- 8.) Parent Survey Responses/Feedback – Distributed and collected at every workshop and school function where parents are present (such as Parent/Teacher conferences, Back to School Night and Cultural Dinners).

#### **Goal 5:**

To continue to prepare students for the transition to high school (and beyond) through the implementation of Advisory and Mediation programs that focus on social and emotional learning as well as the creation of academic growth plans. Specifically –

- 1.) 100% of students will participate in Advisory two times a week. Groups will be no greater than twelve students; one period per week will focus on Social/Emotional Learning, the other will focus on Academic Growth and Goal Setting.
- 2.) By the end of December 2010, 70% of students (without documented emotional disturbances) will be able to identify situations that may lead to conflict (hurtful teasing, name calling, etc.) and constructively deal with these situations; 100% of students will meet this goal by June of 2011.
- 3.) 100% of students will be able to identify appropriate ways of dealing with conflict and name personal behaviors that may contribute to alleviating potentially dangerous situations (65% by January 2011; 100% by June 2011).

- 4.) 100% of students will complete Social/Emotional Growth Plans (one per marking period) and check in with their Advisors on a weekly basis to monitor progress. A minimum of 50% of students will meet their SEL Goals for the first marking period. Of the percentage that does not, additional intervention strategies will be employed and a 10% increase for the three remaining marking periods is expected – this will result in overall achievement rate of 80% for the year.
- 5.) 100% of students will engage in an Academic Advisory curriculum that will teach the skills of: goal setting, self advocacy, note-taking, and time management.
- 6.) All sixth grade students will participate in a one semester course on Peer Mediation; select seventh graders (approximately 10% of the grade) – who received advanced training during the 2009/2010 school year – will assume Peer Leader roles.
- 7.) 100% of students will create an Academic Success Plan for the year – this document will be reviewed periodically in Advisory (a minimum of five times over the course of the year) and updated as necessary.

Evidence – Used to evaluate whether the goal has been met:

- 1.) Class/Student schedules (showing two periods a week of Advisory for each student); Advisory Curriculum and Advisory Library (for additional resources).
- 2.) Attendance Logs, Agendas and Minutes from Advisory Council meetings.
- 3.) Attendance Logs, Agendas and Minutes from Professional Development sessions attended by teachers.
- 4.) Completed Academic Success Contracts and Social/Emotional Growth plans (for each student).
- 5.) Student surveys related to handling conflict and potentially dangerous situations.
- 6.) TeacherEase and SnapGrades data/reports demonstrating, respectively, a decrease in behavioral infractions/discipline code violations and an increase in academic achievement.
- 7.) Learning Environment Survey data (Spring 2011).

**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 2010-11 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, PLA, 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):** ENGLISH LANGUAGE ARTS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To move a minimum of 25% of all general education students identified as below grade level in English Language Arts to proficiency at grade level (as indicated by assessment data) by then end of June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A full time Literacy Specialist/AR Coordinator will be hired to oversee the implementation of the Accelerated Reader program, ensure that ALL student’s reading levels are recorded at the beginning of the year (and regularly tracked), and provide professional development to all teachers. Professional Development will focus on three key areas: successful implementation of the AR program, using data to drive instruction and set differentiated goals with students, and building vocabulary for students across all levels.</li> <li>• Schedules will be created that provide 18 minutes every morning for independent reading (DEAR – Drop Everything and Read). Additionally, English Language Arts will be block programmed so that all students receive ninety minutes of ELA instruction every day (inclusive of independent reading, reader’s and writer’s workshop, vocabulary building, and monitoring of individual growth plans).</li> <li>• All students will be expected to complete reading logs as part of the independent reading process – there will be a uniform log that will be used by all teachers.</li> <li>• All students will complete ELA Academic Goal Setting Contracts – the same goal setting template will be used by all teachers in all core classes.</li> <li>• The Literacy Specialist will ensure that 100% of students identified as below grade Level in English Language Arts take the Scantron Performance Series Online Assessment.</li> <li>• MS 256 will institute a “Words of the Week” (WOW) vocabulary program – focusing on building student vocabulary across all subject areas.</li> <li>• 100% of ELA teachers will participate in a minimum of five in-school intervisitations and one cross-school visitation over the course of the year.</li> <li>• Grade team meetings will take place bi-weekly; the focus will be on identifying trends and patterns in student work across subject areas (with a focus on literacy).</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implementing this goal will impact the budget, schedule and training in the following ways:</p> <ul style="list-style-type: none"> <li>• 18 minutes every morning will be used for independent reading and all students will receive a 90 minute block of ELA every day.</li> <li>• A Literacy Specialist is being hired to help in implementing the logistics around this goal. This position is paid the same as a teacher (though she will only teach one section of 7<sup>th</sup> grade ELA). Part of her position will be paid for through Title I funds.</li> <li>• In-house professional development will be conducted primarily by said Literacy Specialist, sparing the school funds that would otherwise have to be spent on outside providers.</li> <li>• There is no cost associated with implementing the AR program, as it is funded by a grant through Renaissance Learning and the Carmel Hill Foundation.</li> <li>• When teachers conduct visits of other schools/classrooms to observe (and then turn-key) best practices, the school will have to either pay for coverages or hire substitute teachers – we have budgeted accordingly.</li> <li>• Per session need to be paid for after school and Saturday Academy – the majority of these funds are covered by a 21<sup>st</sup> Century grant (MS 256 is a participant in this program through at least 2012).</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1.) 100% of students will complete baseline running records (using the Accelerated Reader – AR – program) by October 15, 2010 and subsequent running record assessments in December, March and June of the school year.</li> <li>2.) A minimum of 25% of students identified as below grade level in English Language Arts will demonstrate proficiency – reading at grade level – on the June 2011 running record.</li> <li>3.) A minimum of 50% of student identified as below grade level in English Language Arts will show a 10% gain (monthly) on AR comprehension quizzes (given online) – resulting in a 100% improvement for the course of the year.</li> <li>4.) 100% of students will complete a minimum of three reading logs a week (either in class or at home); students identified as below grade level in ELA will be expected to complete additional logs based upon individual needs (up to six per week).</li> <li>5.) 100% of students identified as below grade Level in Language Arts will take the Scantron Performance Series Online Assessment.</li> <li>6.) 100% of students identified as Level 1 on the June 2010 State ELA Exam will receive Academic Intervention Services – after school, during lunch and on Saturdays for a minimum total of 100 hours over the course of the school year.</li> <li>7.) 100% of students will complete Academic Goal Setting Contracts in ELA (one for each marking period – four in total for the year).</li> <li>8.) 100% of students will complete an ELA portfolio assessment piece for each Unit completed over the course of the school year; assessment pieces will be self-selected and attached to a rubric and 2-3 paragraph explanation (written by the student) explaining how the piece</li> </ol>

	<p>demonstrates an understanding of the essential questions of the unit and mastery of the skills taught.</p> <p>9.) A minimum of 25% of all general education students who scored Level 1 on the June 2010 State ELA Exam will score a Level 2 or higher on the June 2011 test.</p> <p><u>Objective Evidence that will be used to evaluate whether the goal has been met will include:</u></p> <ul style="list-style-type: none"> <li>• Logs documenting teacher participation in professional development and push-in modeling activities led by the Literacy Specialist.</li> <li>• Complete running records of ALL students (baseline by the middle of October, updates in December, March and June).</li> <li>• Student reading logs (collected weekly).</li> <li>• Individualized ELA Academic Goal Setting Contracts (one for each marking period; four total for the year).</li> <li>• Attendances Logs and minutes from bi-weekly Grade Team Meetings.</li> <li>• Student portfolio pieces for each ELA Unit taught over the course of the year (with rubric and student statement).</li> <li>• Accelerated Reader goal setting and quiz data/feedback.</li> <li>• Testing Data – Acuity, Scantron, ISIS and the New York State English Language Arts Assessment (May 2011).</li> </ul>
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**Subject/Area (where relevant):**     **MATHEMATICS**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To move a minimum of 15% of all general education students identified as below grade level in Mathematics to proficiency at grade level (as indicated by assessment data) by then end of June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All Math teachers will receive targeted professional development (Math in the Middle for special education teachers, AED-sponsored PD with the Network Math Coach for all others). Additionally, Math teachers will visit a minimum of two other middle schools over the course of the year (one per semester) to observe and share out best practices.</li> <li>• All students will be expected to complete Math journals (at least three times a week) as part of our effort to build a bridge between Mathematics and Literacy.</li> <li>• All students will complete Mathematics Academic Goal Setting Contracts – the same goal</li> </ul>

	<p>setting template will be used by all teachers in all core classes.</p> <ul style="list-style-type: none"> <li>• 100% of students identified as below grade Level in Mathematics will take the Scantron Performance Series Online Assessment.</li> <li>• 100% of Math teachers will participate in a minimum of five in-school intervisitations and two cross-school visitations over the course of the year.</li> <li>• Grade team meetings will take place bi-weekly; the focus will be on identifying trends and patterns in student work across subject areas (with a focus on mathematics).</li> <li>• MS 256 will offer a Saturday Academy enrichment program in Mathematics for students identified as being below grade level.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implementing this goal will impact the budget, schedule and training in the following ways:</p> <ul style="list-style-type: none"> <li>• Because sixth grade students scored lower than students in all other grades on the NY State Mathematics exam, they will receive an extra period of Math per week (across the whole grade).</li> <li>• The Math Coach is being provided by AED (our support organization), so this will not impact our budget in any way. Additional professional development, however, will most likely come from outside vendors – we are committing a set amount per department/teacher based upon need. The Mathematics department will receive a larger amount of these funds as we have fewer in-house options for professional development in this area.</li> <li>• When teachers conduct visits of other schools/classrooms to observe (and then turn-key) best practices, the school will have to either pay for coverages or hire substitute teachers – we have budgeted accordingly.</li> <li>• Per session need to be paid for after school and Saturday Academy – the majority of these funds are covered by a 21<sup>st</sup> Century grant (MS 256 is a participant in this program through at least 2012).</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1.) 100% of students identified as below grade Level in Mathematics will take the Scantron Performance Series Online Assessment.</li> <li>2.) 100% of students will complete a minimum of three math journal entries a week (either in class or at home); students identified as below grade level in Mathematics will be expected to complete additional logs based upon individual needs (up to six per week).</li> <li>3.) 100% of students identified as Level 1 on the June 2010 State Mathematics Exam will receive Academic Intervention Services – after school, during lunch and on Saturdays for a minimum total of 100 hours over the course of the school year.</li> <li>4.) 100% of students will complete Academic Goal Setting Contracts in Math (one for each marking period – four in total for the year).</li> <li>5.) A minimum of 50% of student identified as below grade level in Mathematics will show a</li> </ol>

10% gain on targeted areas of deficiency on the State Acuity exams (administered over the course of three “windows” during the year) – resulting in a minimum total 30% improvement in said areas.

6.) 100% of students will complete a Math portfolio assessment piece for each Unit completed over the course of the school year; assessment pieces will be self-selected and attached to a rubric and 2-3 paragraph explanation (written by the student) explaining how the piece demonstrates an understanding of the essential questions of the unit and mastery of the skills taught.

7.) A minimum of 15% of all general education students who scored Level 1 on the June 2010 State Mathematics Exam will score a Level 2 or higher on the June 2011 test.

Objective Evidence that will be used to evaluate whether the goal has been met will include:

1.) Student Math journals (reviewed weekly).

2.) Individualized Math Academic Goal Setting Contracts (one for each marking period; four total for the year).

3.) Attendances Logs and minutes from bi-weekly Grade Team Meetings.

4.) Student portfolio pieces for each Math Unit taught over the course of the year (with rubric and student statement).

5.) Attendance Logs and Lesson Plans from after school, lunch and Saturday Academy Mathematics enrichment sessions.

6.) Testing Data – Acuity, Scantron, ISIS and the New York State English Mathematics Assessment (May 2011).

**SELF-CONTAINED SPECIAL  
EDUCATION**

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>For a minimum of 70% of self-contained special education students three or more years below grade level in ELA and/or Mathematics to show six months of growth in the appropriate subject area(s) – as measured by assessment data – by June of 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The Assistant Principal will oversee the Special Education Department, providing professional development to teachers on topics such as: setting, monitoring and meeting IEP goals, differentiation in the Special Education classroom, building a NYSAA data folio, and using data to drive instruction and goal setting (to name but a few).</li> <li>• The Literacy Specialist and network Mathematics coach will work with the Special Education teachers to ensure that all students are being held to the same standards in all classes. For example, Self-Contained Special Education students are expected to complete academic goal setting contracts in all four subject areas – these contracts, however, should take into account the IEP goals of each student, and align to meet those needs.</li> <li>• Bi-weekly grade level meetings (and monthly department meetings) will be inclusive of Special Education teachers; curriculums will be aligned across all classes.</li> <li>• Self-Contained Special Education students identified as three years (or more) below grade level will be offered a Saturday Academy enrichment program for a total of no less than twenty sessions over the course of the year.</li> <li>• 100% of self-contained Special Education students will take the Scantron Performance Series Online Assessments in both ELA and Mathematics.</li> <li>• Self-Contained Special Education students identified as three years (or more) below grade level will receive additional SETSS services (up to two periods a week individually or in small group) to help support the work being done in class.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implementing this goal will impact the budget, schedule and training in the following ways:</p> <ul style="list-style-type: none"> <li>• The school schedule will be written to provide opportunities for self-contained students to be mainstreamed in select class (ELA, Math, Science and Social Studies) – up to 80% of the schedule in total.</li> <li>• To help meet this goal, we are funding a full-time IEP Teacher/SETSS provider; this position has been in place at MS 256 for over six years and only impacts the budget in the sense that we decided to keep the position and not spend our funds elsewhere.</li> <li>• Per session need to be paid for Saturday Academy – the majority of these funds are covered by a 21<sup>st</sup> Century grant (MS 256 is a participant in this program through at least 2012).</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- 1.) 100% of the 12:1:1 special education students will complete baseline Scantron Performance Series Online Assessments in both ELA and Math.
- 2.) 100% of the 12:1:1 special education students identified as three or more years below grade level will complete academic goal setting contracts in ELA and/or Math for each marking period – (four in total for one year.)
- 3.) 100% of the 12:1:1 special education students will complete a minimum of four math journal entries a week that address the specific skill or concept that needs improvement based upon individual need.
- 4.) 100% of the 12:1:1 special education students will complete a minimum of five literacy journal entries a week that address the specific skill or concept that needs improvement based upon individual need.
- 5.) By June 2011, 70% of students in 12:1:1 classes who are three or more years below grade level in ELA will demonstrate 10% gain on targeted areas of deficiency using either Scantron or Statue Acuity exams (administered over the course of three “windows” during the year) resulting in a minimum total 30% improvement in said areas.
- 6.) 100% of non-standardized testing students in the 12:1:1 classes who are more than three years below grade level will meet Level 4 proficiency for the performance indicators for ELA and Math as mandated for the NYSAA data folios.

Objective Evidence that will be used to evaluate whether the goal has been met will include:

- 1.) Performance Series/Scantron testing – initial to establish baseline levels; ongoing progress checks to measure growth and improvement.
- 2.) Grade level Performance Indicators checklists for ELA and Mathematics.
- 3.) Testing Data: Acuity, ISIS and the New York State 2011 Mathematics and ELA exams.
- 4.) NYSAA Data folios- for non-standardized testing students
- 5.) Student Portfolios (for core subject areas – ELA, Math, Science, and Social Studies).
- 6.) Individualized Education Plans (IEP's) – with a focus on pages three and nine; comparing previous goals to growth/progress for the year.
- 7.) Attendance Logs, Agendas and Minutes from Special Education professional development offerings.
- 8.) Class schedules demonstrating alignment between self-contained Special Education classes and General Education classes.

**Subject/Area (where relevant):** ENGLISH LANGUAGE LEARNERS

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the supports and services, both academic and social/emotional, offered to ESL students and their families.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• The ESL Coordinator will be provided with a schedule that allows him a minimum of three periods a day to provide push-in/pull-out ESL services for select students.</li> <li>• All ESL students (regardless of level) will receive an additional two hours a week of direct instruction – this is on top of their regular schedule and other mandated instruction; the time will be used to build and reinforce basic English literacy skills.</li> <li>• All ESL students will be provided with a “Help Sheet” for core subject areas – ELA, Math, Science, and Social Studies – listing the most commonly used words in their native language and in English – allowing ESL students to better participate in the day-to-day activities of the class.</li> <li>• All ESL students will be held to the same academic expectations (discussed in Goals 1 and 2) as non-ESL students; we will, however, provide translated documents for key pieces such as reading logs and goal-setting contracts (both academic and social/emotional. A student may complete these documents (including Math journals) in his or her native language until he or she is fluent enough to write in English.</li> <li>• ESL students will be placed in Advisories where the Advisor is bilingual.</li> <li>• Bilingual staff will ensure that all school notices are translated into native languages (primarily Spanish) and that online messages are posted in both English and Spanish.</li> <li>• The ESL Coordinator, in conjunction with the Literacy Specialist, will facilitate professional development for the rest of the staff around relevant and appropriate ELS issues (a minimum of two full days; more as needed for select teachers).</li> <li>• The ESL Coordinator will visit at least two other middle schools (with similar populations) and observe and meet with ESL teachers from these schools to discuss best practices.</li> <li>• A 15 week Saturday program will be offered to ESL students to help them reach proficiency in core ELA skills. – as demonstrated by their results on the NYSESLAT exam.</li> <li>• MS 256 will order interpreters for ALL parent workshops that take place during the 2010-2011 school year. This includes Back to School Night and Parent/Teacher conferences.</li> </ul>

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Implementing this goal will impact the budget, schedule and training in the following ways:

- The schedule for the ESL coordinator (and for students as well) will need to have a minimum of three periods per day for ESL instruction – either pull out, push in or a combination of the two.
- When the ESL coordinator conducts visits to other schools/classrooms to observe (and then turn-key) best practices, the school will have to either pay for coverages or hire substitute teachers – we have budgeted accordingly.
- Per session need to be paid for Saturday Academy – the majority of these funds are covered by a 21<sup>st</sup> Century grant (MS 256 is a participant in this program through at least 2012).
- The school will order translation services when necessary (for parent events) – funds will be allocated to this service – in addition to the free translation services offered by the Department of Education.

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- 1.) 60% of beginner ELL's will increase their NYSESLAT proficiency level to intermediate or advanced.
- 2.) 70% of intermediate ELL's will increase their NYSESLAT proficiency level to advanced or test proficient.
- 3.) 90% of advanced ELL's will test proficient on the NYSESLAT Exam.
- 4.) 50% of beginner level ELL's will score Level 2 or higher on the New York State English Language Arts Exam administered in May 2011.
- 5.) 60% of beginner level ELL's will score Level 2 or higher on the New York State Mathematics Exam administered in May 2011.
- 6.) MS 256 will provide interpreters for 100% of parent workshops during the 2010-2011 school year.
- 7.) 100% of official school notices will be translated to native languages.
- 8.) Messages on Snap Grades and other online communication vehicles will be posted in both English and Spanish.

Objective Evidence that will be used to evaluate whether the goal has been met will include:

- 1.) ESL student and coordinator schedules – showing additional time and services for appropriate students.
- 2.) "Help Sheets" for all four core subject classes – ELA, Math, Science and Social Studies.
- 3.) Attendance Logs, Agendas and Minutes from ESL professional development offerings.
- 4.) Notices, letters, announcements and other items sent home from the school (in English and native language(s) – primarily Spanish).
- 5.) Reading logs, math journals & goal setting contracts (academic and social/emotional).

	<p>6.) NYSESLAT, Performance Series Exams, AR and STAR data.</p> <p>7.) Portfolio pieces – for both ESL and core subjects.</p> <p>8.) Parent Survey Responses/Feedback – Distributed and collected at every workshop and school function where parents are present (such as Parent/Teacher conferences, Back to School Night and Cultural Dinners.</p>
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**Subject/Area (where relevant):** ADVISORY/CHARACTER EDUCATION

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To continue to prepare students for the transition to high school (and beyond) through the implementation of Advisory and Mediation programs that focus on social and emotional learning as well as the creation of academic growth plans.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Schedules will be created that have students attending Advisory twice a week (one track will focus on academic improvement, the other on social/emotional learning).</li> <li>• All Advisors will receive ongoing professional development (a minimum of 10 hours per semester) and an Advisory curriculum to be used over the course of the year; budget permitting – MS 256 will continue its partnership with Morningside Center.</li> <li>• An Advisory Council will meet a minimum of twice a month (and up to four times a month) to share out best practices and modify instruction as necessary to best meet the needs of individual students.</li> <li>• A staff member will be selected to serve in the role of Advisory Coordinator – this person will be responsible for overseeing the Advisory Council, serving as a liaison between advisors and teachers/support staff (counselors, social workers, etc.), and help facilitate conversations among teachers during grade team meetings.</li> <li>• Advisors will be provided with an Academic Success Template that they will use with their students to regularly set goals and monitor progress/growth; advisors will likewise be provided with a Social/Emotional Growth Plan template that they will use with their students to set goals and monitor progress/growth (one per marking period, four total over the course of the year).</li> <li>• During Advisory, students will be presented with role play scenarios to assess their ability to constructively deal with conflict. Surveys related to dealing with conflict will also be distributed throughout the course of the year (up to five times in total).</li> <li>• New staff members will be trained on TeacherEase (our online discipline tracking system); all staff members will continue to use the system so we can monitor social/emotional growth (as</li> </ul>

	<p>reflected by choices made) by individual students. Advisors will discuss incidences with students and use them as “teachable moments.”</p> <ul style="list-style-type: none"> <li>• All sixth grade students will receive a one-semester course on Peer Mediation and Leadership that will meet two times a week for 30 minutes per session.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Implementing this goal will impact the budget, schedule and training in the following ways:</p> <ul style="list-style-type: none"> <li>• The school schedule must have all students receiving Advisory two times a week – this means many teachers will be assigned to be advisors as well (giving them two less periods to teach in their subject areas). The schedule is adjusted to ensure that this does not result in a lack of seat time in any subject area.</li> <li>• There is no cost associated with our Advisory and Mediation programs. Advisory support has come from Morningside Center via a grant our school received in part due to its status as “persistently dangerous” – a New York State designation. Two staff members have been previously certified for having received Mediation training.</li> <li>• There is a cost associated with the use of TeacherEase – our online discipline system. The total amount (under \$2,000 for the year) is funded through our software allocation.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1.) 100% of students will participate in Advisory two times a week. Groups will be no greater than twelve students; one period per week will focus on Social/Emotional Learning, the other will focus on Academic Growth and Goal Setting.</li> <li>2.) By the end of December 2010, 70% of students (without documented emotional disturbances) will be able to identify situations that may lead to conflict (hurtful teasing, name calling, etc.) and constructively deal with these situations; 100% of students will meet this goal by June of 2011.</li> <li>3.) 100% of students will be able to identify appropriate ways of dealing with conflict and name personal behaviors that may contribute to alleviating potentially dangerous situations (65% by January 2011; 100% by June 2011).</li> <li>4.) 100% of students will complete Social/Emotional Growth Plans (one per marking period) and check in with their Advisors on a weekly basis to monitor progress. A minimum of 50% of students will meet their SEL Goals for the first marking period. Of the percentage that does not, additional intervention strategies will be employed and a 10% increase for the three remaining marking periods is expected – this will result in overall achievement rate of 80% for the year.</li> <li>5.) 100% of students will engage in an Academic Advisory curriculum that will teach the skills of: goal setting, self advocacy, note-taking, and time management.</li> <li>6.) All sixth grade students will participate in a one semester course on Peer Mediation; select</li> </ol>

seventh graders (approximately 10% of the grade) – who received advanced training during the 2009/2010 school year – will assume Peer Leader roles.

7.) 100% of students will create an Academic Success Plan for the year – this document will be reviewed periodically in Advisory (a minimum of five times over the course of the year) and updated as necessary.

Objective Evidence that will be used to evaluate whether the goal has been met will include:

- 1.) Class/Student schedules (showing two periods a week of Advisory for each student); Advisory Curriculum and Advisory Library (for additional resources).
- 2.) Attendance Logs, Agendas and Minutes from Advisory Council meetings.
- 3.) Attendance Logs, Agendas and Minutes from Professional Development sessions attended by teachers.
- 4.) Completed Academic Success Contracts and Social/Emotional Growth plans (for each student).
- 5.) Student surveys related to handling conflict and potentially dangerous situations.
- 6.) TeacherEase and SnapGrades data/reports demonstrating, respectively, a decrease in behavioral infractions/discipline code violations and an increase in academic achievement.
- 7.) Learning Environment Survey data (Spring 2011).

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**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				
K	--	--	N/A	N/A	--	--	--	--
1	--	--	N/A	N/A	--	--	--	--
2	--	--	N/A	N/A	--	--	--	--
3	--	--	N/A	N/A	--	--	--	--
4	--	--	--	--	--	--	--	--
5	--	--	--	--	--	--	--	--
6	18	22	Up to 20*	Up to 20*	4	1	2	3
7	12	22	Up to 20*	Up to 20*	8	1	2	6
8	15	24	Up to 30*	Up to 30*	8	2	3	8
9	--	--	--	--	--	--	--	--
10	--	--	--	--	--	--	--	--
11	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--

ELA and Math assignments are based on state assessment data (Level 1's) – 6<sup>th</sup> grade rosters will be updated mid-July.

\* Science and Social Studies AIS are non-mandated, but recommended for select students (with an emphasis on 8<sup>th</sup> grade due to state testing).

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	ELA Academic Intervention Services take place through four different programs: Beacon After School; Small Group Tutorials; Mandated After School Enrichment (AIS); 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 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> 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 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students. The Mandated After School Enrichment (ELA) meets four days a week for 37.5 minutes each day and is mandated for students who are Level 1 in ELA (as per New York State assessments). After School Homework Helper meets daily – any student may opt to attend; the program is open to all.
<b>Mathematics:</b>	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 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade. Small group tutorials take place during the day (a student’s lunch period) and focus on Math skill deficiencies; they are open to 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students. The Mandated After School Enrichment (Math) meets four days a week for 37.5 minutes each day and is mandated for students who are Level 1 in Math (as per New York State assessments). After School Homework Helper meets daily – any student may opt to attend; the program is open to all.
<b>Science:</b>	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 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students. After School Enrichment, offered twice a week, is primarily used to support 8 <sup>th</sup> graders as they work to complete their Science Exit Projects – though it is open to 6 <sup>th</sup> and 7 <sup>th</sup> 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.
<b>Social Studies:</b>	Social Studies AI 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 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students. After School Enrichment, offered twice a week, is primarily used to support 8 <sup>th</sup> graders as they work to complete their Social Studies Exit Projects – though it is open to 6 <sup>th</sup> and 7 <sup>th</sup> 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.

<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>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. The amount of time spent with each child (either individually or in group) is mandated by IEP requirements or set by the counselor if there is no IEP. Our counselors 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.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>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.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>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.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The <b>Substance Abuse Prevention Intervention Specialist (SAPIS)</b> 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.</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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Our Language Allocation Policy Team is composed of the school Principal, Jeffrey S. Perl; the Parent Coordinator, Starrlynn Fikaris; the P.A. President, Mildred Garcia; 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.

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ELL students at MS 256 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 ten 45 minute periods of Literacy a week. Beginning ELL's in each grade receive small-group instruction for a minimum of five periods a week, Intermediate and beginning level ELL students receive up to five periods a week of small-group instruction. 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.

We are projecting the following breakdown of LEP students for the 2010/2011 school year (pending finalized enrollment numbers):

Total Number of Students Enrolled at MS 256:	<b>175</b>					
Total Number of ELL's:	<b>23</b>					
ELL's as Share of Total Student Population:	<b>13%</b>					
Number of ELL Students (Pull-Out) By Grade -	6 <sup>th</sup> :	<b>7</b>	7 <sup>th</sup> :	<b>7</b>	8 <sup>th</sup> :	<b>9</b>
Number of Students Identified as SIFE:	<b>0</b>					
Number of Newcomers:	<b>8</b>					
Number of ELL's in Special Education:	<b>6 (Self Contained)</b>		<b>10 (with IEP's)</b>			
Number of Long Term ELL's:	<b>8</b>					
Number of ELL Beginners:	6 <sup>th</sup> :	<b>1</b>	7 <sup>th</sup> :	<b>3</b>	8 <sup>th</sup> :	<b>2</b>
Number of ELL Intermediate:	6 <sup>th</sup> :	<b>1</b>	7 <sup>th</sup> :	<b>2</b>	8 <sup>th</sup> :	<b>2</b>
Number of ELL Advanced:	6 <sup>th</sup> :	<b>4</b>	7 <sup>th</sup> :	<b>6</b>	8 <sup>th</sup> :	<b>2</b>

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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.

## Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### Section I. Student and School Information

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

**Number of Teachers: 2 (One ESL Teacher, One Bilingual Special Education Teacher)                      Other Staff (Specify): 0**

### **School Building Instructional Program/Professional Development Overview**

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

### Section II. Title III, Part A LEP Program Narrative

**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.

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**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.

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As stated above, MS 256 currently receives no Title III funds for LEP Programs. This section is not applicable.

**Section III. Title III Budget**

School: MS 256 (03M256)

BEDS Code: 310300010256

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

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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**

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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.

Also, a review of our data shows that 40% of our parents (a total of 70 individuals) speak a language other than English at home – 92% of these people speak Spanish as their primary language. Of this group, 50% of them require written and oral translation services – these services are being provided, as all communications (written and electronic) are in both English and Spanish. Our automated response phone system is also bilingual (English and Spanish) and Spanish translation is available to all parents at all times on site – regardless of whether or not an appointment has been made. The remaining 8% of our parents speak French (either as a primary or secondary language). While we do not provide written translation for all French communications, we do provide translators for all in-school events. These findings are shared out via parent association and school leadership team meetings. This information is also included in the school's CEP – which is a public document for all to see. Finally, all NYC Department of Education documents that are available in multiple languages (the Discipline Code, the Parent's Bill of Rights and Responsibilities, etc.) are provided to parents in their native language.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$73,983.00	\$57,397.00	\$131,380.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,313.00	\$579.00	1,892.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$6,569.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$13,138.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**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 2010 (as per HQT data located in the SDAS).**

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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 30<sup>th</sup> of September each year.

## 1. 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 (twice a year) 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:

- o Monitoring attendance: Sending an absence note; calling to notify the school of absence and for lateness.
- o Making sure that homework is completed.
- o Making a point of spending at least 1 hour of quality time with my child talking about school and reviewing assignments.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time, such as attending after-school programs.
- o 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.
- o 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.
- o Insuring that my child is properly groomed and wearing his or her dress code daily.
- o 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:

- o Do my homework every day and ask for help when I need to.
- o Read at least 30 minutes every day outside of school time.

- o 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.
- o Come to school properly groomed and in my dress code.
- o Attend after-school class/workshops at MS 256.
- o Arrive on time.

Signatures:

School	Parent(s)	Student
Date	Date	Date

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**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 2010-2011 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”, “Teach for America”, and “Math for 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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$110,363	✓	
Title I, Part A (ARRA)	Federal	✓			\$57,397	✓	

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title II, Part A	Federal	N/A	N/A	N/A	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A	N/A	N/A	N/A
Title IV	Federal	N/A	N/A	N/A	N/A	N/A	N/A
IDEA	Federal	N/A	N/A	N/A	N/A	N/A	N/A
Tax Levy	Local	✓			\$1,066,368	✓	

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – NOT APPLICABLE TO 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, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NOT APPLICABLE FOR MS 256**

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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School Under Registration Review (SURR)

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.

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

*All SURR schools must complete this appendix.*

**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.

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

## **APPENDIX 7: 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 four (4) 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 – NOT APPLICABLE FOR MS 256**

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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	M.S. 256 Academic & Athletic Excellence					
<b>District:</b>	3	<b>DBN:</b>	03M256	<b>School</b>		310300010256

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.2	90.8	90.3
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		87.4	90.8	89.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	53	48	60	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	60	58	52		70.7	83.0	84.7
Grade 8	56	75	59				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	15	15
Grade 12	0	0	0				
Ungraded	4	4	3	<b>Recent Immigrants - Total Number:</b>			
Total	173	185	174	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	17	29	31	Principal Suspensions	53	80	30
# in Collaborative Team Teaching (CTT) Classes	10	11	0	Superintendent Suspensions	24	14	46
Number all others	11	19	22				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	18	17	16
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	1	2	6
# receiving ESL services only	18	12	TBD				
# ELLs with IEPs	0	9	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	3	2	6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	3	9	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.7	70.6	50.0
				% more than 5 years teaching anywhere	33.3	52.9	62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	82.0	75.0
American Indian or Alaska Native	0.6	0.0	0.0	% core classes taught by "highly qualified" teachers	76.7	71.7	84.0
Black or African American	45.1	47.0	54.6				
Hispanic or Latino	48.0	50.3	43.7				
Asian or Native Hawaiian/Other Pacific	0.6	0.0	0.0				
White	5.2	2.7	1.7				
<b>Male</b>	53.8	58.4	60.3				
<b>Female</b>	46.2	41.6	39.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	32.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	7.1	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	20.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>AED 511</b>	District <b>03</b>	School Number <b>256</b>	School Name <b>MS256</b>
Principal <b>Jeffrey Perl</b>		Assistant Principal <b>Grace How</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>David Patterson, ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>Jessica Fazekas, Special Ed</b>		Parent <b>Mildred Garcia</b>	
Teacher/Subject Area <b>Jeff Macculloch, English</b>		Parent Coordinator <b>Starrlynn Fikaris</b>	
Related Service Provider <b>Juila Carranza, Social Worker</b>		Other <b>type here</b>	
Network Leader <b>Calvin Hastings</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School		Total Number of ELLs	<b>25</b>	ELLs as Share of Total Student Population (%)	<b>%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Our Language Allocation Policy Team is composed of the school Principal, Jeffrey S. Perl; the Parent Coordinator, Starrlynn Fikaris; the P.A. President, Mildred Garcia; 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.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5

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

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

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	25	<b>Newcomers (ELLs receiving service 0-3 years)</b>	6	<b>Special Education</b>	4
<b>SIFE</b>	1	<b>ELLs receiving service 4-6 years</b>	10	<b>Long-Term (completed 6 years)</b>	9

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	6	1	1	10		2	9		1		25
<b>Total</b>	6	1	1	10	0	2	9	0	1		25

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language****Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	7	8					22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French							0	1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>25</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

ELL students at MS 256 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 ten 45 minute periods of Literacy a week. Beginning ELL's in each grade receive small-group instruction for a minimum of five periods a week, Intermediate and beginning level ELL students receive up to five periods a week of small-group instruction. 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.
- 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.

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

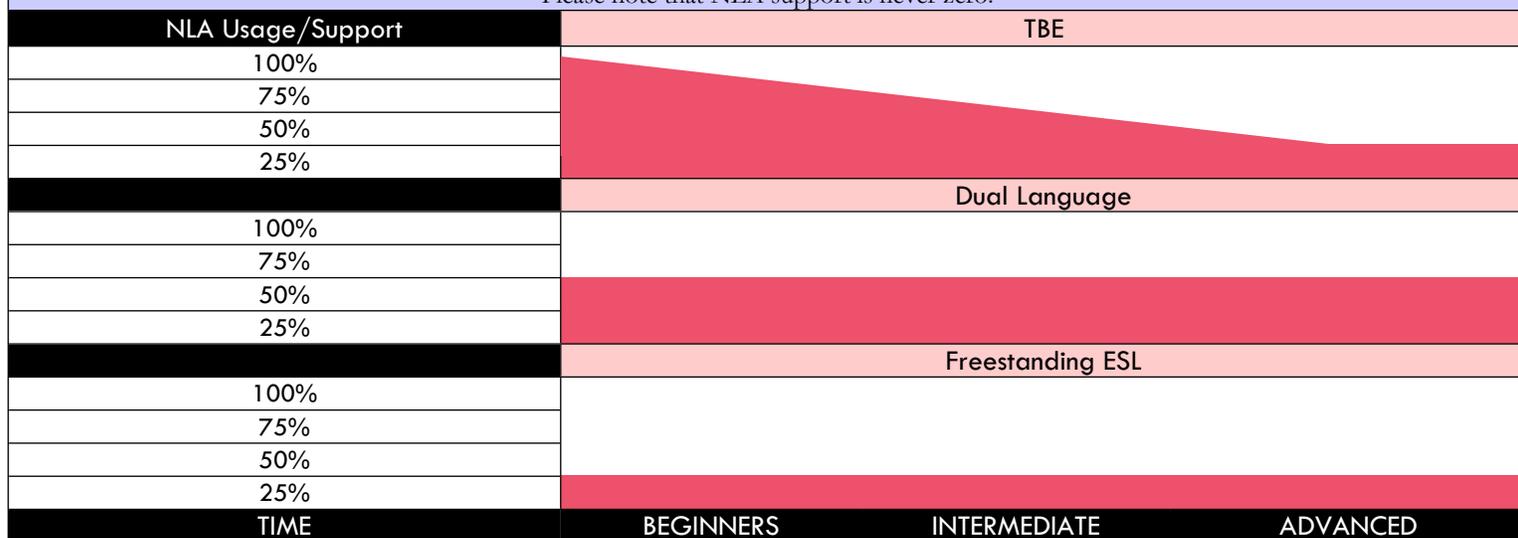
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

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

All ESL students receive their mandated instructional time in all grades through a push-in, pull-out model, and all seventh grade ESL students are enrolled in an ELA class taught by the ESL teacher. The ESL teacher delivers direct instruction to all sixth, seventh and eighth graders for a minimum of two hours a week. Students who have reached proficiency on the NYSESLAT exam receive transitional support in the form of testing accommodations (when appropriate) - this provides our former ELLs an opportunity to demonstrate their content knowledge by

leveling the playing field while they continue to develop their linguistic and academic skills. These accommodations are provided as per CR Part 154 regulations.

All ESL students have been given laminated translation assistance sheets in mathematics, and they will receive them in science and social studies in the next two weeks in the third semester. ESL students are held to the same academic expectations, but key documents including the book log, trackers, SnapGrades grade reports, menu of dialogue journal response options, and performance task instructions, are translated to ensure that they are familiar with and are able to comply with the systems and procedures of their ELA class.

All seventh grade ESL students are placed with the ESL teacher for their Advisory. All school notices as well as other documents such as advisory activity instructions and translated into Spanish. The ESL teacher will work to provide PD for classroom teachers in ESL instruction in throughout the course of the year. ESL students have access to all the same intervention strategies as other students (counseling, AIS, after-school, tutoring, Saturday Academy, etc.). When possible - these services are offered in the students' native language. These services correspond with both the student's ages and grade levels. All 8<sup>th</sup> grade students, including ELL's take a language elective class (Spanish). We are hoping to become an iZone school in September of 2011 - allowing us to offer more language electives online. No ESL specific services or programs are being discontinued at this point in time.

The ESL teacher will also work to visit two other middle schools to observe ESL practices and collaborate with other teachers. The ESL teacher does maintain a close working relationship with one of the two ESL teachers at MS 333, and they regularly share information, materials, and workbooks, and provide support for a variety of ESL compliance issues.

The ESL teacher will work to create a Saturday program to help further support ESL students in reaching proficiency status. An emphasis will be on the eight beginner students at MS 256. The ESL teacher has met with the Assistant Principal to discuss preparing all ESL students to take the NYSESLAT exam in May. The ESL teacher will prepare the 14 advanced students to provide them the best opportunity to reach proficiency status by using prior year's NYSESLAT tests in instruction. The ESL teacher has met with the principal to create an ESL service log to track the times and dates that students are provided with ESL instruction in either pull-out or push-in settings.

### C. Schools with Dual Language Programs

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

Not Applicable

### D. Professional Development and Support for School Staff

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

All staff at MS 256 are expected to engage in ongoing professional development throughout the course of the school year. School-wide professional development is offered on student non-attendance days (such as Election Day) and teachers are encouraged to attend Network and independent provider professional development offerings - this is inclusive of our ELL teacher, who attends PD specific to his teaching area. Strategies he learns are then shared out with other staff members via department meetings, mostly staff meetings and through the use of email.

6<sup>th</sup> Grade ELL students who enter MS 256 are greeted by the ESL teacher who performs an initial assessment of their language skills (using the Accelerated Reader - AR - program). These students are then provided with additional resources - dictionaries, planners, and one-on-one time with the ESL teacher to help support their transition to middle school. They are each paired with another student who speaks their native language and English (whenever possible). This provides them an additional resource they can count on to help make the transition from elementary to middle school smoother. For 8<sup>th</sup> grade ELL students transitioning to high school, advisors and the school guidance counselor work with the students (and their families) to help them identify schools that will meet their instructional needs. Once an ELL student

is matched to a high school, either the ELL teacher, the Advisor or the guidance counselor contacts the school to ensure that necessary services are offered, inform the school of the child's social, emotional and instructional needs (especially in regards to language acquisition), and begin laying the groundwork for a smooth transition.

Professional development focuses around how our ESL teacher will work collaboratively with ELA teachers and how ESL strategies can be infused into content instruction so that students can learn content and receive content credit while simultaneously developing English skills. Additionally, training is given on how teachers can support language development that validates the students' prior knowledge and bolsters their self esteem. Practical strategies, such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the use of the buddy system are modeled during professional development.

### E. Parental Involvement

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

Parents play an active role at MS 256 - all parents, including parents of ELL's are invited to participate in the Parent's Association and to apply for positions on the School Leadership Team. Our Parent Coordinator offers monthly workshops on an assortment of topics and we have parent-sponsored awards dinners three times a year. Whenever parents who do not speak English (or have limited English proficiency) are in the building, we provide translation services. We encourage all parents to observe their children in class and, schedule permitting, to volunteer at the school.

MS 256 partners with Morningside Center and ENACT to facilitate up to ten workshops a year - in addition to the workshops offered by our Parent Coordinator. These workshops focus on parenting skills, social emotional learning and meeting specific parent needs. Parent needs are evaluated both formally and informally - parents are given a survey at the beginning of the year asking them which topics they are most interested in (past workshops have focused on drug awareness, anti-bullying, and online safety). In the spring semester parents complete the learning environment survey, providing the school with valuable insight as to whether we are meeting their expectations. Additionally, the Parent's Association and School Leadership Team hold meetings monthly - ELL parents are represented on both of these bodies. The principal attends these meetings and parents have an opportunity to voice their concerns. All of parent activities are specifically geared towards meeting their needs (and those of their children).

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								4	2					6
Intermediate(I)								1	6					7
Advanced (A)							7	3	2					12
Total	0	0	0	0	0	0	7	8	10	0	0	0	0	25

### NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

Our overarching goal for this year is to increase the supports and services, both academic and social/emotional, offered to ESL students and their families. There are currently 23 ESL students at MS 256; 10 of these students have IEP's and 14 are overage. Broken down by grade – 6 students are in sixth grade (they are all Advanced level), 8 students are in seventh grade (4 Beginners, 1 Intermediate, 3 Advanced), and 9 are in eighth grade (2 Beginners, 6 Intermediate, 1 Advanced).

In the sixth grade, three students scored at Level 1 on the May 2010 state ELA exam. Looking at their specific data for this year – they are averaging 53% correct on their Accelerated Reader (AR) quizzes, two of the three scored at Level 2 on the first Acuity assessment, and their report card grades in English are: 55%, 75% and 85%. The student who scored a Level 1 on the first Acuity assessment is, interestingly enough, NOT the student who failed first marking period. (All of these students have been targeted for additional intervention strategies). Two students scored at Level 2 on the May 2010 state ELA exam. Looking at their specific data for this year – they are averaging 77.5% correct on their AR quizzes, one scored a high Level 2 and the other earned a 3 on the first Acuity assessment, one earned a 90% on their report card in ELA (the other earned a 55%) Again, interestingly enough – the student who earned a 55% on her report card was not the student who scored the Level 2 on the first Acuity assessment. The one student in sixth grade who scored a Level 3 on the May 2010 state ELA exam is a self-contained 12:1:1 special education student – the data that we have collected on him this year (Level 2 on the first Acuity assessment, 65% on the first report card and 44% average correct on his AR quizzes) indicates that his Level 3 score may have been an anomaly – we will continue to work with this student. As with the sixth grade in other areas, there is an adjustment period involved in coming to middle school; this has subsided to a large degree and we expect our data for this grade to improve as the year progresses.

In the seventh grade, our four beginning level students were exempt from state ELA testing last year (as well as the first round of Acuity ELA testing). On Accelerated Reader (AR) quizzes they are averaging 40% correct – a respectable number considering their struggles with the English language. Their grades on the first report card were all 85% except for one student who earned a 65% - all earned passing grades. The one Intermediate Level student in the seventh grade is a 12:1:1 self-contained special education student. He scored a Level 1 on the May 2010 state ELA exam. His data thus far this year (Level 2 on the first Acuity assessment, 52% average correct on AR quizzes and a 65% earned in ELA on the first report card) indicate that he has the potential to move to a Level 2 this year and progress to being an Advanced ESL student. The three Advanced level ESL students in the seventh grade all earned Level 1's on the May 2010 state ELA exam. Their grades on the first report card were 70%, 80% and 85%; all scored Level 2 on the first Acuity assessment and they are averaging 43% correct on AR quizzes.

In the eighth grade, our two beginning level students were exempt from state ELA testing last year (one will be exempt again this year). These students are both very low level English Language Learners (both are over age). One student took the first Acuity assessment and earned a low Level 2, he also earned a 75% on the first report card. The other student earned an 85% on his first report card. Of the six Intermediate Level students in eighth grade four earned Level 2's on the first Acuity assessment, all earned passing grades on the first report card (the average grade was 75%), and the average AR quiz score was 47%. The one Advanced Level student in the eighth grade earned a Level 2 on the May 2010 state ELA exam. While he earned a Level 1 on the first Acuity Assessment, a review of the data shows that he did not accurately complete the exam (abandoning the last ten questions) – additionally, he is averaging 40% correct on AR quizzes and earned an 85% in ELA on his first report card.

Based upon all of the above, we have been successful in increasing the supports and services, both academic and social/emotional, offered to ESL students and their families. We will continue to do so in the spring semester and beyond.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/12/10
	Assistant Principal		12/12/10
	Parent Coordinator		12/12/10
	ESL Teacher		12/12/10
	Parent		12/12/10
	Teacher/Subject Area		12/12/10
	Teacher/Subject Area		12/12/10
	Coach		

	Coach		
	Guidance Counselor		12/12/10
	Network Leader		12/12/10
	Other <u>Social Worker</u>		12/12/10
	Other		
	Other		
	Other		