



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** MS 256 – ACADEMIC AND ATHLETIC EXCELLENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M256

PRINCIPAL: JEFFREY S. PERL

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SUPERINTENDENT: ESTHER FRIEDMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Jeffrey S. Perl	*Principal or Designee	
Marde McBreen	*UFT Chapter Leader or Designee	
Sobeyda Done	*PA/PTA President or Designated Co-President	
Rease DiRoche	DC 37 Representative, if applicable	
Arly Castellanos	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Earl Hagen	CBO Representative, if applicable	
Jessica Fazekas	Member/Teacher	
David Patterson	Member/Teacher	
Evelyn Guerrero	Member/Parent (Title I)	
Arianna Perez	Member/Parent	
Mildred Garcia	Member/Parent	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

To ensure that MS 256 meets citywide expectations around engaging in short, frequent cycles of classroom observation and feedback during the 2011-2012 school year - using a set of rubrics that articulate clear expectations for teacher practice.

### **Comprehensive needs assessment**

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

Overall, the performance of our students in relation to State academic content and student achievement standards showed several positive trends. Specifically, on ELA Acuity exams we saw a 19% school-wide increase during the 2010-2011 school year, 61% of total students met or exceeded standards on Unit Assessments, 36% of total students showed one years' growth via Accelerated Reader (17% of total students showing two or more years' growth); 46% of total students met or exceeded standards on their report cards; and preliminary cut scores in ELA showed 76% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam, however, only increased 1.0% school wide (which is in line with the rest of New York City – which only increased a total of 1.5%). This number was disappointingly low – despite the considerable growth shown. Because of this data, MS 256 did not meet Annual Yearly Progress (AYP) as measured by the state in ELA – we are now in Year 1 as a School In Need of Improvement (SINI). In regards to Mathematics, our Acuity data showed a 15% school-wide increase, 53% of total students met or exceeded standards on unit assessments), report card data showed 60% of total students meeting or exceeding standards, and preliminary cut scores in Math showed 78% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam increased 14% school wide.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Specifically, we must continue to implement effective strategies to address the large numbers of students lacking basic skills in reading and mathematics. This includes identifying student reading levels (through running records) and tracking student growth in this area via the Accelerated Reading (AR) program ; working with our Network-based ELA and Math coaches to redesign our curriculum maps to support the new Common Core Assessment Standards - using ATLAS curriculum mapping; focusing on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development for staff members 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); strengthening our Advisory Program (through the use of non-fiction literature) 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 (grade and department meetings); 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.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- In conjunction with FHI360, Administration will implement a “Quick Visit” protocol using three distinct rubrics – The Framework for Teaching Classroom Walkthrough, The NYC 6-Competency Observation Template, and the NYC 2011-2012 Quality Review Rubric.
- Administrators will use mobile electronic devices (iPads, cell phones, etc.) to implement the use of the online application Teachscape – adding easy-to-use data collection, analysis, and reporting tools coupled with a classroom walkthrough process (using the rubrics above). This will provide us with a framework for reflective discussion, data analysis, action planning, and progress monitoring.
- Principal will lead teacher development work at the school by conducting trainings on the Quick Visit protocols, the application of relevant rubrics, and the Common Core Standards. Principal will also provide teachers with an inter-visitation schedule, allowing them to observe colleagues and apply the rubrics above.
- The Principal and Assistant Principal will adjust their schedules to ensure that they conduct (on average) five “Quick Visits” per school day (total).
- A master schedule will be created that allows for weekly Grade and Department Meetings of at least forty-five minutes – allowing teachers to analyze peer and supervisor feedback. (This action applies to Goal Number 2 as well).
- Monthly Teachscape reports will be run, allowing Administration to identify trends and patterns by teacher and across grade and subject areas. This will allow us to identify specific areas of growth for individual teachers.
- Administration will meet with teachers during the fall semester to discuss and finalize action plans for the school year; follow up discussions will take place at least once a month with a final review occurring at either the end of May or beginning of June.

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

MS 256, through workshops, will provide assistance to parents in understanding City, State and Federal standards and assessments in regards to teacher evaluation and accountability – this includes, but is not limited to: NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, and the Learning Environment Survey Report. The school will also provide high quality curriculum and instruction consistent with State Standards to enable students to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Ensuring that the staff becomes highly qualified is one of the key objectives of this goal. In order to accomplish this:

- 1.) Administration will conduct (on average) five “quick visit” observations daily; for a minimum of twenty-five weekly observations – with 80% of the teaching staff being visited twice per week. These observations will be emailed to staff members the same day they are completed.
- 2.) 100% of teachers will complete and implement an individualized SMART growth plan (crafted in collaboration with the principal or assistant principal).
- 3.) 100% of teachers will engage in at least five peer observations over the course of the school year – they will use the same set of rubrics that administration uses.
- 4.) 100% of teachers will participate in Grade and Department Meetings weekly; the focus of which – in part – will include analyzing peer and administration Quick Visit observations to identify and implement best practices.
- 5.) Administration will run monthly reports analyzing the data gathered from “Quick Visits” – focusing on key elements in the categories of Curriculum, Classroom Environment, and Instruction. Teachers will show an overall increase of at least 10% in positive indicators in each category.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, State and local services (such as violence prevention programs, nutrition programs, housing programs, etc.) do not directly support this goal – though they do support our overarching goal for the entire the school (to improve student academic and social/emotional outcomes).

**Budget and resources alignment**

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

MS 256’s support network, FHI360, is working with us to achieve this goal through their acquisition of a Teachscape license for the school; this has no impact on our budget. Part of the Assistant Principal’s salary is paid through Title I funds and she is one of two people (the principal being the other) who will visit classrooms daily to conduct quick visits. Administration’s observation of teacher practice is the only human resource allocation applicable.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

To ensure that MS 256 meets citywide expectations around engaging all students in at least one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core by June, 2012.

### **Comprehensive needs assessment**

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

Overall, the performance of our students in relation to State academic content and student achievement standards showed several positive trends. Specifically, on ELA Acuity exams we saw a 19% school-wide increase during the 2010-2011 school year, 61% of total students met or exceeded standards on Unit Assessments, 36% of total students showed one years' growth via Accelerated Reader (17% of total students showing two or more years' growth); 46% of total students met or exceeded standards on their report cards; and preliminary cut scores in ELA showed 76% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam, however, only increased 1.0% school wide (which is in line with the rest of New York City – which only increased a total of 1.5%. This number was disappointingly low – despite the considerable growth shown. Because of this data, MS 256 did not meet Annual Yearly Progress (AYP) as measured by the state in ELA – we are now in Year 1 as a School In Need of Improvement (SINI). In regards to Mathematics, our Acuity data showed a 15% school-wide increase, 53% of total students met or exceeded standards on unit assessments), report card data showed 60% of total students meeting or exceeding standards, and preliminary cut scores in Math showed 78% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam increased 14% school wide.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Specifically, we must continue to implement effective strategies to address the large numbers of students lacking basic skills in reading and mathematics. This includes identifying student reading levels (through running records) and tracking student growth in this area via the Accelerated Reading (AR) program ; working with our Network-based ELA and Math coaches to redesign our curriculum maps to support the new Common Core Assessment Standards - using ATLAS curriculum mapping; focusing on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development for staff members 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); strengthening our Advisory Program (through the use of non-fiction literature) 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 (grade and department meetings); 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.

### **Instructional strategies/activities**

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

In order to accomplish this goal:

- MS 256 will implement the ATLAS/Rubicon online curriculum mapping protocol, allowing teachers to work collaboratively to design Common Core aligned unit plans.
- Teachers will be provided with professional development on the expectations associated with the Common Core standards, practice designing aligned rubrics, and evaluating student work cognizant of the templates provided.
- Department and Grade Teams will meet weekly – this time will be built into the master schedule. Teams will review samples of student work (across grade levels), compare said work to Common Core templates and adjust units and practices to move students towards achieving desired outcomes.
- The ELA and Math Department teams will design a minimum of one unit each that is fully aligned with the Common Core Curriculum during the course of the 2011-2012 school year. (We are very optimistic that each department will, in actuality, be able to design two Common Core units)
- Rubric-based portfolio pieces will be designed to reflect the changes in the Common Core curriculum; teacher feedback will be geared towards moving students to producing work aligned to the Common Core templates.
- Teachers will work with students to create Common Core based academic SMART plans that will be monitored over the course of the school year.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order for students to complete work that meets the expectations of the new Common Core Standards, parents must become familiar with the content students are learning (specifically in ELA and Mathematics). We will support school-level committees that include parents who are members of other organizations (SLT, PA, Title I Committee, etc.) and provide them with support around academic expectations. Specifically, we will:

- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Additionally, we will: ensure that families have access to interpretation services in order to effectively communicate with staff members; notify parents of the procedures to arrange an appointment with their child's teacher or other school staff member; and arrange opportunities for parents to receive training to volunteer

and participate in their child's class, and to observe classroom activities (with an emphasis on academics). We will also provide workshops over the course of the year to familiarize parents with the new Common Core Standards.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Ensuring that the staff becomes highly qualified is one of the key objectives of this goal. Teachers who are well versed in the Common Core and able to prepare units and lessons that embrace its practices will be highly qualified teachers. In order to accomplish this:

- 1.) Teachers will produce online curriculum maps (using the ATLAS/Rubicon system) across all grade levels in the following subject areas: ELA, Math, Science, and Physical Education. At least one ELA and one Math unit will be fully aligned with the Common Core. Additionally, grade specific maps will be produced for subjects such as Art, Health, and Spanish.
- 2.) 100% of teachers will complete a minimum of 15 hours of Common Core professional development over the course of the school year – inclusive of curriculum mapping via ATLAS. (ELA and Math teachers will receive up to 25 additional hours – via coaching through FHI360).
- 3.) 100% of students will complete academic SMART plans (based upon Common Core alignment taking place via curriculum mapping) that will be updated each marking period - resulting in a completed June document that tracks their progress over the course of the school year. (The 100% goal is exclusive of LTA's).
- 4.) 100% of teachers will participate in Grade and Department Meetings weekly; the focus of which – in part – will include reviewing samples of student work, comparing them with Common Core templates, and adjusting units and practices to move students towards achieving desired outcomes.
- 5.) 100% of regularly attending/participating students will complete a portfolio piece in ELA and Math aligned to the Common Core standards; pieces will be attached to a rubric and 1-3 paragraph explanation (written by the student) explaining how the work demonstrates an understanding of the essential questions of the unit and mastery of the skills taught.

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, State and local services (such as violence prevention programs, nutrition programs, housing programs, etc.) do not directly support this goal, as this goal primarily targets teacher practice and only impacts students via higher expectations for work product. It is worth noting however, once again, that these programs do support our overarching goal for the entire the school - to improve student academic and social/emotional outcomes.

#### **Budget and resources alignment**

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

MS 256's support network, FHI360, is working with us to achieve this goal through their acquisition of an ATLAS/Rubicon license for the school (this online, web-based program allows teachers to collaborative create curriculum maps that align to the Common Core Standards; this has no impact on our budget. In regards to human resources allocations, we have drafted schedules for teachers that builds in time (weekly) for common planning in the form of Department and Grade Team Meetings.



### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

To provide targeted support and services, both academic and social/emotional, to ELL, SETSS, and SWD children and their families – resulting in an increase in academic outcomes and a decrease in behavioral problems within each population by June, 2012.

#### **Comprehensive needs assessment**

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

Overall, the performance of our students in relation to State academic content and student achievement standards showed several positive trends. Specifically, on ELA Acuity exams we saw a 19% school-wide increase during the 2010-2011 school year, 61% of total students met or exceeded standards on Unit Assessments, 36% of total students showed one years' growth via Accelerated Reader (17% of total students showing two or more years' growth); 46% of total students met or exceeded standards on their report cards; and preliminary cut scores in ELA showed 76% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam, however, only increased 1.0% school wide (which is in line with the rest of New York City – which only increased a total of 1.5%. This number was disappointingly low – despite the considerable growth shown. Because of this data, MS 256 did not meet Annual Yearly Progress (AYP) as measured by the state in ELA – we are now in Year 1 as a School In Need of Improvement (SINI). In regards to Mathematics, our Acuity data showed a 15% school-wide increase, 53% of total students met or exceeded standards on unit assessments), report card data showed 60% of total students meeting or exceeding standards, and preliminary cut scores in Math showed 78% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam increased 14% school wide.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Specifically, we must continue to implement effective strategies to address the large numbers of students lacking basic skills in reading and mathematics. This includes identifying student reading levels (through running records) and tracking student growth in this area via the Accelerated Reading (AR) program ; working with our Network-based ELA and Math coaches to redesign our curriculum maps to support the new Common Core Assessment Standards - using ATLAS curriculum mapping; focusing on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development for staff members 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); strengthening our Advisory Program (through the use of non-fiction literature) 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 (grade and department meetings); 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.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

In order to accomplish this goal:

- MS 256 will provide targeted professional development and training for the staff around relevant and appropriate SETSS and SWD issues.
- The SETSS teacher and related service providers will participate in grade level and department meetings in order to provide input, strategies, modifications, and accommodations for the success of SETSS students in the general education classroom.
- The SETSS teacher will provide targeted intervention for designated areas of weakness (one on one and small group skills instruction, decoding strategies and fluency building programs during pullout sessions).
- The SETSS teacher will maintain weekly communication with parents and guardians of SETSS students in order to discuss student progress, areas for improvement, or concern.
- The SETSS teacher, general education teacher, and related service providers will create and carry out behavior intervention / modification plans for those SETSS students struggling socially or emotionally in the classroom.
- 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.
- 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.
- All ESL students will be provided with 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.
- 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.
- 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).
- 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.
- 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.
- MS 256 will order interpreters for ALL parent workshops that take place during the 2011-2012 school year - this includes Back to School Night and Parent/Teacher conferences.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

It is vitally important that the parents of students who are identified as ELL, SETSS, or SWD be intimately involved in their child’s education. To this end, we will provide high quality, differentiated instruction consistent with State Standards and individual student needs to enable these students to meet assessment standards (as applicable) by: using academic learning time efficiently; respecting cultural, racial and ethnic differences; implementing a curriculum aligned to the Common Core State Learning Standards; and offering high quality instruction in all content areas.

To assist parents, MS 256 will:

- establish a Parent Resource Center/Area or lending library (giving them access to instructional materials they can use with their children);
- encourage more parents to become trained school volunteers;
- provide written and verbal progress reports that are periodically given to keep parents to keep them informed of their children's progress,

We will also:

- respect the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- provide information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information (specifically Individual Education Plans – IEP's).

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

ELL, IEP Students who receive SETSS Services, and Students with Disabilities are groups who need Highly Qualified Teachers in order to achieve to their maximum potential. In order to accomplish our goal and develop highly qualified teachers:

- 1.) 100% of SETSS students will take baseline Scantron tests in math, ELA, and reading; 100% of SETSS students will take mid-year (February) and end of year (June) Scantron assessments in math, ELA, and Reading.
- 2.) 100% of Beginner and newcomer ESL students will work together in a small-group setting at least four days a week. Part of this time will be devoted to discussions of culture and acculturation, using language for social purposes, and language development work in support of social and emotional learning.
- 3.) 100% of 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.
- 4.) 100% of official school notices will be translated to native languages (inclusive of information posted online via Jupiter Grades); 100% of parent events/workshops will offer translation services.
- 5.) 100% of ELL, SETSS and SWD students will complete a portfolio assessment piece for each Unit finished over the course of the school year – expectations for these pieces are the same as for similar portfolio work in the other core subjects.
- 6.) Students with Disabilities will meet AYP in ELA and Math (as determined by New York State) without having to rely on the “safe harbor target” exemption.
- 7.) 100% of ELL, SETSS and SWD students will self-create (with teacher assistance) academic and social-emotional SMART goal plans.
- 8.) By June 2012, 75% of SETSS students will meet at least 75% of SMART annual goals / targeted areas of deficiency as set in their individualized education plans.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, State and local services (such as violence prevention programs, nutrition programs, housing programs, etc.) do not directly support this goal, as this goal primarily targets student outcomes in select sub-sets of our population. It is worth noting however, once again, that these programs do support our overarching goal for the entire the school - to improve student academic and social/emotional outcomes.

**Budget and resources alignment**

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

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.
- A full-time IEP/SETSS teacher will be hired to ensure that all IEP mandates re push-in/pull-out services are met (this position will be funded primarily through FSF monies).

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

75% of the self-contained (12:1:1) special education students who are three grades or more below grade level in ELA and/or Mathematics will show six months of growth in specified subject area(s) as measured by assessment data by June of 2012.

### **Comprehensive needs assessment**

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

Overall, the performance of our students in relation to State academic content and student achievement standards showed several positive trends. Specifically, on ELA Acuity exams we saw a 19% school-wide increase during the 2010-2011 school year, 61% of total students met or exceeded standards on Unit Assessments, 36% of total students showed one years' growth via Accelerated Reader (17% of total students showing two or more years' growth); 46% of total students met or exceeded standards on their report cards; and preliminary cut scores in ELA showed 76% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam, however, only increased 1.0% school wide (which is in line with the rest of New York City – which only increased a total of 1.5%. This number was disappointingly low – despite the considerable growth shown. Because of this data, MS 256 did not meet Annual Yearly Progress (AYP) as measured by the state in ELA – we are now in Year 1 as a School In Need of Improvement (SINI). In regards to Mathematics, our Acuity data showed a 15% school-wide increase, 53% of total students met or exceeded standards on unit assessments), report card data showed 60% of total students meeting or exceeding standards, and preliminary cut scores in Math showed 78% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam increased 14% school wide.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Specifically, we must continue to implement effective strategies to address the large numbers of students lacking basic skills in reading and mathematics. This includes identifying student reading levels (through running records) and tracking student growth in this area via the Accelerated Reading (AR) program ; working with our Network-based ELA and Math coaches to redesign our curriculum maps to support the new Common Core Assessment Standards - using ATLAS curriculum mapping; focusing on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development for staff members 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); strengthening our Advisory Program (through the use of non-fiction literature) 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 (grade and department meetings); 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.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**In order to accomplish this goal:**

- The Assistant Principal will oversee the Special Education Department, providing professional development to teachers on topics such as: setting, monitoring and meeting IEP goals in SESIS, 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).
- 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.
- Integrating Related Service Speech goals into curriculum planning and instructional goals in consultation with Speech Related Services Provider
- Weekly grade level meetings and department meetings will be inclusive of Special Education teachers; online curriculum maps (via ATLAS/Rubicon – see Goal 1) will be aligned across all classes.
- 100% of the 12:1:1 special education students will complete baseline Scantron Performance Series Online Assessments in both ELA and Math.
- 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.)
- 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.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

It is extremely important that parents of students in self-contained special education classes are actively involved in their child’s lives. To this end, in order to implement this goal we will:

- Provide assistance to parents in understanding City, State and Federal standards and assessments (specifically in regards to special education requirements);
- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact (and how these items relate to special education);
- Conduct parent workshops on topics related specifically to Special Education;
- Creating a safe, supportive and effective learning community for students in self-contained classes (this includes a welcoming, respectful environment for parents and guardians);
- Assist parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend).

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Having highly qualified teachers working with our self-contained special education population is vitally important and relates directly to our students' success. Three of our current self-contained teachers are New York City Teaching Fellows – a program that specifically recruits the most talented teachers and trains them (via the New Teacher Project) to ensure they are highly qualified. Additionally, our Assistant Principal oversees the Special Education Department – her years of experience as a special education teacher make her an invaluable resource. Finally, special education teachers will work to meet the following benchmarks for this goal – helping to ensure that they are highly qualified:

- 1.) 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 Datafolios.
- 2.) By June 2012, 75% of the students in the 12:1:1 classes who are three grades or more below grade level in ELA will demonstrate a 12% gain on their areas of deficiency using either Scantron/Performance Series or State Acuity exams. (These exams are administered four times during the year) to yield a minimum total of 35% improvement in targeted areas.
- 3.) By June 2012, 75% of the students in the 12:1:1 classes who are three grades or more below grade level will develop SMART goals to address ELA and/or Math areas of weakness demonstrate Mastery on 80% of specific assignments addressing these goals as demonstrated by their portfolios.
- 4.) By June 2012, 75% of the students in the 12:1:1 classes who are receiving Speech Related Services will demonstrate Mastery on 80% of stated IEP goals and targeted areas of intervention as demonstrated by assessments given by the Speech Teacher- Related Services Provider.
- 5.) To align 80% of instructional goals of Special Education 12:1:1 ELA and Math courses to general education ELA and Math curriculum maps to meet above stated goals of six months of growth in specified subject area(s) as measured by assessment data by June of 2012.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Federal, State and local services (such as violence prevention programs, nutrition programs, housing programs, etc.) do not directly support this goal, as this goal primarily targets student outcomes in a select sub-set of our population. It is worth noting however, once again, that these programs do support our overarching goal for the entire the school - to improve student academic and social/emotional outcomes.

**Budget and resources alignment**

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

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

- The school schedule will be written to provide opportunities for self-contained students to be he mainstreamed in select class (ELA, Math, Science and Physical Education) – up to 50% of the schedule in total.
- The Assistant Principal (who is responsible for overseeing the Special Education Department) will be funded in part through Title I monies.
- 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.

- 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 the end of this school year).

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

To develop a positive, collaborative classroom and school culture conducive to academic achievement through the implementation of programs focused on social and emotional learning & life skills during the 2011-2012 school year.

### **Comprehensive needs assessment**

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

Overall, the performance of our students in relation to State academic content and student achievement standards showed several positive trends. Specifically, on ELA Acuity exams we saw a 19% school-wide increase during the 2010-2011 school year, 61% of total students met or exceeded standards on Unit Assessments, 36% of total students showed one years' growth via Accelerated Reader (17% of total students showing two or more years' growth); 46% of total students met or exceeded standards on their report cards; and preliminary cut scores in ELA showed 76% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam, however, only increased 1.0% school wide (which is in line with the rest of New York City – which only increased a total of 1.5%. This number was disappointingly low – despite the considerable growth shown. Because of this data, MS 256 did not meet Annual Yearly Progress (AYP) as measured by the state in ELA – we are now in Year 1 as a School In Need of Improvement (SINI). In regards to Mathematics, our Acuity data showed a 15% school-wide increase, 53% of total students met or exceeded standards on unit assessments), report card data showed 60% of total students meeting or exceeding standards, and preliminary cut scores in Math showed 78% of total students meeting promotional criteria. The total number of students scoring at proficient or higher on the state exam increased 14% school wide.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance. Specifically, we must continue to implement effective strategies to address the large numbers of students lacking basic skills in reading and mathematics. This includes identifying student reading levels (through running records) and tracking student growth in this area via the Accelerated Reading (AR) program ; working with our Network-based ELA and Math coaches to redesign our curriculum maps to support the new Common Core Assessment Standards - using ATLAS curriculum mapping; focusing on differentiated SETSS and AIS small group instruction; improving instruction for special education students by providing increased inclusion opportunities (mainstreaming); professional development for staff members 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); strengthening our Advisory Program (through the use of non-fiction literature) 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 (grade and department meetings); 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.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

**In order to accomplish this goal:**

- Principal and Advisory Coordinator will lead a series of professional development workshops during the month of September (in the morning – prior to student arrival) explaining the 4R's Literacy Based Advisory curriculum.
- Principal and RULER-trained staff members will lead a workshop in which staff members will draft a school-wide charter – this activity will also serve to model how homeroom teachers will facilitate the same action with their students later in the school year.
- Principal will lead teacher development work at the school by conducting workshops on how students complete and implement Social/Emotional Growth Plans; principal will also push-in to each Advisory class a minimum of once a month to facilitate a mini-lesson on setting, measuring, and assessing SEL goals.
- The Parent Coordinator, working with the Administration and the Family Involvement Committee will draft a schedule of family-engagement activities/programs and ensure that it is distributed to all community members.
- 100% of students will be provided with a school planner; lessons will be taught explaining how they are to be used and the benefits associated with such use. (For students who lose or misplace their planners – replacements are available at a cost of \$3.00).
- The “At Risk” Committee will continue to identify students whose behavior raises “red flags” and Administration – working closely with guidance counselors – will proactively implement intervention strategies (decreasing classroom-based incidences and increasing the number of students who feel safe at MS 256).

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The social and emotional well-being of a child has a direct impact on his or her academic success in school; it is extremely important that parents have the tools and resources they need to support us in our work around this goal. Therefore, we employ the following strategies and activities (as outlined in our PIP):

- providing materials and training to help parents work with their children to improve their social and emotional awareness;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing workshops, with partners such as ENACT, that emphasize the value of social and emotional learning.

Additionally, we work to create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians; we assist parents in understanding social and emotional learning and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend); we share and communicate best practices for effective communication, collaboration and partnering with all members of the school community; and we support parental involvement activities as requested by parents,

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Social and emotional learning are key components of a child's growth and directly relate to his or her academic success. All staff members will receive professional development over the course of the year on the RULER approach to social and emotional learning; additionally – Advisors will receive targeted professional development on how to conduct Advisory. Further, to help ensure that all teachers become highly qualified they will work to meet the following objectives:

- 1.) 100% of seventh and eighth grade advisors will be trained in the 4R's Literacy Based Advisory curriculum and implement said curriculum in their Advisory classes over the course of the school year – said curriculum supports Common Core Standards and the integration of non-fiction writing.
- 2.) All staff members will be trained on RULER – an evidence-based social and emotional learning program – and engage in the successful completion of a school-wide charter.
- 3.) Each homeroom class will, by the end of the fall semester, complete a classroom charter (as staff members turnkey the practice learned above).
- 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 60% 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.) MS 256 will host a total of six family engagement activities/programs over the course of the school year (one per month from November – June; except for February and April). Events will be held in the evenings and on weekends and will focus on school culture and social/emotional awareness and learning.
- 6.) 60% of students will use school-provided planners on a daily basis to record and track their homework assignments and other school events.
- 6.) The number of suspensions based on classroom incidents will decrease by 10% from last school year.
- 7.) To increase the number of students who feel safe at school – as indicated by Learning Environment Survey data, from 84% to a minimum of 88%.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

As this goal is focused on programs for social and emotional learning & life skills – federal, state, and local services may overlap some of the skills and abilities we are trying to instill in our students. For example – the DARE Program provides a police (youth) officer who visits the school in the spring for a two month program. We are also associated with Wellness In The School (WITS) – a program that teaches our students about nutrition and provides them with healthier lunches. In situations like this, where outside programs work directly with our school, we create a schedule and integrate visits into our daily routine so there is no disruption and the topics covered support the learning already taking place in class. We make sure that all programs at MS 256 support our overarching goal for the entire the school - to improve student academic and social/emotional outcomes.

**Budget and resources alignment**

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

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

- The school schedule must have all students receiving Advisory two times a week – this means many teachers will be assigned to be advisors in addition to their core subject areas. The schedule has been adjusted adjusted to ensure that this does not result in a lack of seat time in any subject area.

- There is no cost associated with our Advisory program. Advisory support has come from Morningside Center via a grant our school received in previous years due to its status as “persistently dangerous” – a New York State designation. While we are no longer on this list, we continue to employ the curriculum and resources provided.
- There is a cost associated with the use of Jupiter Grades – our online discipline system. The total amount (under \$2,000 for the year) is funded through our software allocation.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	-	-	N/A	N/A	-	-	-	-
<b>1</b>	-	-	N/A	N/A	-	-	-	-
<b>2</b>	-	-	N/A	N/A	-	-	-	-
<b>3</b>	-	-	N/A	N/A	-	-	-	-
<b>4</b>	-	-	-	-	-	-	-	-
<b>5</b>	-	-	-	-	-	-	-	-
<b>6</b>	13	14	Up to 15*	Up to 15*	6	2	2	4
<b>7</b>	15	15	Up to 15*	Up to 15*	4	1	2	3
<b>8</b>	16	14	Up to 20*	Up to 20*	8	1	2	6
<b>9</b>	-	-	-	-	-	-	-	-
<b>10</b>	-	-	-	-	-	-	-	-
<b>11</b>	-	-	-	-	-	-	-	-
<b>12</b>	-	-	-	-	-	-	-	-

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

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>ELA Academic Intervention Services take place through four different programs: Beacon After School; Small Group Tutorials; Mandated Pre-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 Pre-School Enrichment (ELA) meets three days a week for 37.5 minutes (Monday, Tuesday, and Wednesday) and is mandated for students who are Level 1 in ELA (as per New York State assessments); select other students are strongly recommended to attend. After School Homework Helper meets daily except for Friday – any student may opt to attend; the program is open to all.</p>
<b>Mathematics</b>	<p>Mathematics Academic Intervention Services take place through five different programs (similar in design to ELA). They are: Beacon After School; Small Group Tutorials; Pre-School Enrichment; After School Homework Helper; and Top Honors Saturday Academy. 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 Pre-School Enrichment (Math) meets three days a week for 37.5 minutes (Monday, Tuesday, and Wednesday) and is mandated for students who are Level 1 in Math (as per New York State assessments); select other students are strongly recommended to attend. After School Homework Helper meets daily except for Friday – any student may opt to attend; the program is open to all. Top Honors Saturday meets from October – April for three hours each Saturday (excluding holidays); the program is geared towards students who have demonstrated a lack of proficiency in Mathematics (interviews are required).</p>
<b>Science</b>	<p>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 except Friday – any student may opt to attend; the program is open to all.</p>

<p><b>Social Studies</b></p>	<p>Social Studies Academic Intervention Services take place through three programs: Small Group Tutorials; After School Enrichment; and After School Homework Helper. Small group tutorials take place during the day (a student’s lunch period) and focus on Social Studies skill deficiencies; they are open to 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 except Friday – any student may opt to attend; the program is open to all.</p>
<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>While MS 256 does not currently employ a school social worker, we have in the past and hope to do so again in the future. In the event that we do, the responsibilities of the Social Worker will focus on the following: provide social histories; participate in IEP meetings as appropriate; conduct classroom observations; obtain parental consent for evaluation, explain due process rights to parents, determine guardianship and obtain surrogates if needed; provide consultative and support services to students, parents, and school personnel; and serve 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>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 03M256

**School Name:** MS 256 – Academic and Athletic Excellence

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

MS 256 was identified as being a school in need of improvement due to ELA scores on the May 2011 State exam (only 15% of our total student body scored proficient or higher). We have analyzed our data – the key academic issue that caused the school to be identified is that nearly 60% of our students are reading two years (or more) below grade level. This is our first year as an Improvement School, so there are no findings from an SQR, ESCA, or JIT to reference in this area.

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

In order to support improved achievement in all grades in ELA, MS 256 is taking several steps: we are increasing the amount of literacy professional development offered to all teachers, we are implementing Fountas & Pinell (allowing for running records and a more in-depth analysis of student reading ability/comprehension), we are providing more opportunities for small group and one-on-one tutoring (both during the day via pull-out services and through after school programs), and we are incorporating non-fiction literature (as prescribed by the Common Core Curriculum) into all subject areas. We are certain that these interventions will lead to improved student outcomes and MS 256's removal from the list of schools in need of improvement.

### **Part B: For Title I SINI Schools Only**

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

Ten percent of Title I funds will be used for Literacy professional development over the course of the 2011-2012 school year. Specifically, we will use these funds to support our work around the implementation of Fountas & Pinell and the Reader's Workshop (enabling teachers to better understand student reading levels and work with them to support growth – resulting in improved scores on State assessments and our removal from the school improvement list). We will partner with support organizations and educational consultants to provide professional development to our staff in these areas.

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

While MS 256 currently has no first-year teachers who are required to receive mentoring, all second and third-year teachers (pre-tenure) are paired with experienced veterans who meet with them at least once a week to discuss and plan best instructional practices. Additionally, teachers meet in professional learning communities (PLC's) on a weekly basis – this includes Grade and Department Team Meetings. School-wide, all teachers are provided with a minimum of 25 hours of professional development (in-school) over the course of the year, as well as additional subject-specific offerings.

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.

Parents will be notified of the school's identification for improvement in ELA (Year One SINI) via parent notification letters (translated copies will also be made available). Additionally, we will hold a parent meeting on Wednesday, January 4, 2012 at which this topic will be addressed (again, translation will be available for parents who are not fluent in English).

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Judi Aronson</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>256</b>
School Name <b>Academic and Athletic Excellence</b>			

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

Principal <b>Jeffrey S. Perl</b>	Assistant Principal <b>Grace How</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>David Patterson</b>	Guidance Counselor <b>Sabrina Cochran</b>
Teacher/Subject Area <b>Jessica Fazekas - SETSS</b>	Parent <b>Sobeyda Done</b>
Teacher/Subject Area <b>Ross Lanvin - Mathematics</b>	Parent Coordinator <b>Starrlynn Fikaris</b>
Related Service Provider <b>Marci Guarriello - Speech</b>	Other <b>type here</b>
Network Leader <b>Judi Aronson</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>174</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>16.67%</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. 

The ESL Coordinator is responsible for the new intake procedures of all prospective ELLs at the school. The ESL Coordinator, who is the school's ESL teacher, administers the HLIS, the LAB-R and Spanish LAB, and conducts the informal oral interview and the formal initial assessment. If translation services are needed, a bilingual member of the staff who is fluent in the language of the student and parent participates in the process. The staff includes two pedagogues who are fluent in Spanish, including the Spanish teacher, Enid Soto, and a math teacher, Ross Lanvin. The parent-teacher coordinator is fluent in Spanish as well. There are two staff members who are fluent in French, including Ms. Soto and Mr. Lanvin. The ESL Coordinator administers the formal initial assessment. The ESL Coordinator holds a professional certification in K-12 TESOL, and has received formal training through the DOE on the initial screening process, including the HLIS, the LAB-R, the and the formal initial assessment. The LAB-R is completed by the ESL Coordinator as soon as possible, but no later than 10 days after, the student is admitted to the school. If the Spanish LAB is needed, a Spanish-speaking member of the staff works in conjunction with the ESL Coordinator to administer the test within 10 days of a student's admittance to the school.

The ESL Coordinator, David Patterson, uses reporting data from the RLAT report on ATS to determine which students are eligible to take the NYSESLAT. The Coordinator works with school's Testing Coordinator to order a sufficient number of NYSESLAT exam books. The ESL Coordinator works closely with the Principal and the Testing Coordinator to schedule dedicated times and locations to administer all four parts of the NYSESLAT during the prescribed time allowed. Testing of the NYSESLAT at the school is divided for each student over the course of at least two separate testing periods. The ESL Coordinator and the Testing Coordinator work together to check, package, and return all NYSESLAT items for scoring or destruction.

The ESL Coordinator, an ESL teacher who holds a K-12 TESOL professional license, during the initial meeting with the parent and student makes materials available in the student and parent's native language on the three program options available to his or her student. The parents are shown the intake video during this period as well. If a parent chooses a currently unavailable Transitional Bilingual or Dual Language Program, the Principal and the ESL Coordinator contact the parent if the program option becomes available.

Following the intake procedure, the ESL Coordinator is responsible for distributing the entitlement letters to parents, and the school retains a copy of the letters on file. The ESL Coordinator distributes the Parent Survey and Program Selection Forms during the initial meeting, whenever possible, and retains copies on file. When not possible during the initial meeting, two copies of the Parent Survey and Program Selection Forms are mailed to the student's home and the parents are requested to complete and return one set of the forms, which are then kept on file in the school. At the beginning of each school year, continued entitlement letters are distributed to parents and copies are kept on file at the school. These letters are distributed in the student's home language and in English.

The Principal monitors the trends in program choices as reflected in responses to the Parent Survey and Program Selection Forms. No

parents in the past 4 years have requested that their students be placed in a program other than that which is offered at MS 256. During the initial interview, parents are asked if they would like their child to be served in an ESL setting, and all parents have responded affirmatively. It is the ESL Coordinator's responsibility to keep the principal informed of the trends in parent preferences.

Our Language Allocation Policy Team is composed of the school Principal, Jeffrey S. Perl; the Parent Coordinator, Starrlynn Fikaris; the P.A. President, Sobeyda Done; the ESL Teacher, David Patterson; the Guidance Counselor, Sabrina Cochran; and the Speech Therapist, Marci Guarriello. 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 related to the relevant sections of this document).

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

K ● 1 ● 2 ● 3 ● 4 ● 5 ●

MS 256 focuses on the relevant sections of this document. 6\* 7\* 8\* 9 ● 10 ● 11 ● 12 ●  
Check all that apply. MS 256 focuses on 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 Speech, OT, PT, and Special Education Teacher Support Services (SETSS). We are proud to tell all entering students and their families about ourselves. In regards to the NYSESLAT - all eligible students take the exam yearly; the goal is for students to show continual growth and improvement in each of the sub categories. The overall goal is for students to move levels - with the eventual objective to achieve proficiency and place out of ELL services. Data is reviewed yearly to identify student strengths and areas for growth; teachers use this information to drive their instruction.

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 informed as to whether or not we offer the requested program; we tell parents that when we have enough requests to create a particular program we will 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' requests 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 as well as pull-out services. 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   
6  7  8  9  10  11  12

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<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					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	8

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

ELLs by Subgroups									
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	9	1	1	12	0	6	8	0	1	29
Total	9	1	1	12	0	6	8	0	1	29

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
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	
	EL	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							8	11	6					25
Chinese														0
Russian														0
Bengali														0
Urdu							1							1
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2							2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. 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 all Level ELL students. All ELL students receive ten 45 minute periods of Literacy a week and one additional 60 minute period. 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. Additionally, we provide Academic Intervention Services - AIS - for all of our ELL students three days a week (Monday, Tuesday and Wednesday) for 40 minutes each day. Students are grouped based upon their ability. During all of 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.

## A. Programming and Scheduling Information

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.

SIFE students are expected to make progress in their language development at a rate which allows them to communicate in basic English within 12 to 16 months, and to work towards the development of lower academic English skills within 24 months. To this end, SIFE students are always taught with materials and methods that seek to develop their conversational and social language capacity alongside their academic language capacity.

It is our belief that SIFE students need extra support in small group or one-on-one settings. Therefore, all students designed as SIFEs are provided with at least one hour every day of pull-out services by the ESL teacher. The services focus on providing support for the student in his general education classes, in communicative life-skills English, and in academic functioning, such as organization, reading texts, and responding to questions on assessments. The ESL teacher uses Oxford’s Basic English Dictionary program coupled with the Low Beginner Step Forward program for grammar, basic vocabulary, and daily life-skills English. Educational development strategies include flash-card creation, visuals, listening skills development through the Oxford program, and basic writing assistance. SIFE students’ general education classroom work is also monitored by the ESL teacher, who shelters content when necessary through translation materials, translation dictionaries, flash cards, and vocabulary resource documents. SIFE students are also introduced to technology through Accelerated Reader’s English in a Flash, designed for low-beginners, and Brain POP ESL’s low beginner resources. They also create GoogleDocs dialogue journals, which allow for written exchanges between the student and the ESL and general education teacher during non-school or after-school hours.

Newcomer students are expected to make progress in their language development at a rate which allows them to communicate in basic English within 12 to 16 months, and to work towards the development of lower academic English skills within 24 months. To this end, newcomer students are always taught with materials and methods that seek to develop their conversational and social language capacity alongside their academic language capacity. Newcomers are pulled out to work in a small group setting once a day, and receive additional support in AIS three times a week. We use the Oxford University Press English Language Learning curriculum, focusing on developing vocabulary, grammar, and communicative life-skills language through the use of the OEP Picture Dictionary program and the Step Forward grammar program. Newcomer students’ English needs in the content areas are further sheltered as necessary by the ESL teacher, including the simplification of texts, the visual representation of information, and push-in support during content classes. Newcomers’ skills are reinforced and practiced using Accelerated Reader’s English in a Flash program, targeted at low beginner and medium beginner students, and Brian POP’s ESL program. Newcomers are also supported in their development of reading stamina and skills through the use of Accelerated Reader, which allows low beginner ELLs to become comfortable reading and taking quizzes in Spanish, permitting them to transition to English texts at an individualized rate. All practical instructional documents in the school are translated for low beginner students, as are all school-wide documents that contain vital information that help the student integrate and acculturate into the daily life of the school. Students are also provided with vocabulary translation documents and sheltered documents to help them in their content classes, and are formally paired with students who help them understand the material. Vocabulary placards are also placed in rooms to help newcomers develop their vocabulary and to help them function in an English-language classroom environment.

All intermediate and low advanced students who have been ELLs for 4 to 6 years are taught ELA by the ESL teacher, and these students in the 6th and 8th grade receive push-in support in their ELA classes to help them further develop academic language skills and deeper content-area understanding. Support in this context focuses on helping students improve their writing and reading skills, with an eye towards cultivating more advanced literacy skills that help them expand their reading comprehension, sentence and paragraph development skills, grammar, academic and technical vocabulary, and higher-order critical thinking skills in English. To this end, we use Coxhead’s Academic Vocabulary lists to hone in on specific words and phrases that students need to understand and apply to succeed at grade level in their content classes. Language development is further supported using Accelerated Reader, which tests these students’ reading levels at

## A. Programming and Scheduling Information

least three times a year. Data from these tests are used to select ever more complex books in the student's ZPD range. Intermediate and low advanced students are expected to make at least one year's reading growth in English language reading development per year. This growth is monitored by regular reading comprehension quizzes that students are administered on their English reading books. Because many intermediate and low-advanced learners in the middle school years continue to struggle in the development of academic English skills, these students are given additional support through AIS three times a week, where the small group works with two teachers in a supportive setting to focus on completing and improving work in their content classes and practicing academic reading and writing skills.

LTELLs and advanced students at 256 are expected to demonstrate grade-level growth in every academic class, and their portfolios in ELA are expected to show a deepening understanding of writing and reading in English in an academic setting. All LTELL's in the 7th grade are taught ELA by the ESL teacher, and LTELL's in the 6th and 8th grade receive push-in support in their ELA classes. LTELL's and advanced ELL students at MS 256 are placed in a small group setting at least three times a week for AIS, where they receive intensive help in both their content area classes and English language development by two teachers. Support for these students focuses on developing their academic reading and writing skills. Students study using Coxhead's academic vocabulary lists, they improve their writing through additional drafts, and their grammar is developed through sentence diagramming and grammar practice materials in the Oxford English Step Forward program's advanced books. LTELL's and advanced ELL students also receive additional support in developing their close listening skills in an effort to prepare them to take the NYSESLAT each spring. Mock and periodic NYSESLAT assessments are conducted to ensure that these students are sufficiently prepared to take the test in a way that ensures a result that is sufficiently reflective of their English abilities. LTELLs and advanced students are also supported in their reading and literacy development through the use of Accelerated Reader. Their reading levels are tested at least three times a year, and the results are used to select increasingly challenging books in their ZPD range, helping them to grow as sophisticated and reflective readers.

Content area support is provided to ESL students in the form of sheltered instruction using the SIOP model. For newcomers and beginners, some material is provided in the native language or translated, material is simplified, material is modified using graphic organizers and images, and content-area ESL material, such as glossaries and visual dictionaries, are used to support instruction. Students' language development in the content areas is also supported through the use of specific language objectives in each class, in addition to the content objectives for all students.

MS 256 uses the Oxford University Press English Language Learning curriculum, focusing on developing vocabulary, grammar, and communicative life-skills language through the use of the OEP Picture Dictionary program and the Step Forward program. Students' English needs in the content areas are sheltered as necessary by the ESL teacher, including the simplification of texts, the visual representation of information, and push-in support during content classes. We also use Coxhead's Academic Word Lists to help develop greater fluency with academic vocabulary.

Additionally, ELL students have access to a library-based computer lab that is outfitted with a number of programs that help ELLs develop their language abilities. For independent practice and student reinforcement, we use Renaissance Learning's English in a Flash and Brian POP ESL. The ESL teacher monitors student use of these programs, ensuring that students progress in a timely and sequential manner. These programs are also available via computers in every classroom, allowing students to work independently during class time, while

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	reading and taking quizzes in Spanish, permitting them to transition to English texts at an individualized rate. The ESL and SETTS teachers also collaborate and with general education teachers on a daily basis to adjust the learning environment or modify and adapt instructional techniques and methods to meet the individual needs of the student in the general education classroom.
75%	
50%	
25%	
0%	
	Dual Language
100%	
75%	
50%	
25%	
0%	
	Freestanding ESL
100%	Page 41
75%	
50%	
25%	
0%	

## Courses Taught in Languages Other than English

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

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

ELLs are receiving targeted intervention in the development of academic vocabulary and in the development of reading and listening skills in ELA, math, and the sciences. Content-area teachers are provided with materials to help support these areas of targeted intervention. ELLs are also supported in the development of their reading skills through modified and translated texts that are used by them during independent reading. These intervention services are targeted at students at all three levels of proficiency and in the languages of the ELLs in the school, Spanish and French.

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. Former ELLs receive time and a half and separate testing areas for periodic assessments and for the state ELA and math tests. These accommodations are provided as per CR Part 154 regulations.

All ESL students have been given laminated translation assistance sheets in mathematics, science, and social studies. ESL students are held to the same academic expectations, but key documents including the book log, trackers, Jupiter Grades 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 7th and 8th grade students, including ELL's take a language elective class (Spanish). The teacher divides the class into two sections - differentiating her instruction for those whose native language is Spanish. (While many of these students are verbally fluent - their Spanish reading and writing skills are deficient).

No ESL specific services or programs are being discontinued at this point in time, nor are there any plans to do so at the present time.

We are hopeful that we will register one or more ELL students in the coming days - taking us over 30 total (we are currently at 29) enabling us to receive Title III funds. Should this happen, we will build an afterschool/Saturday Academy program that will allow us to focus on increasing literacy and numeracy skills for our ELL's. In addition, the school now has two SIFE students, and they are being given extra support by the ESL teacher in the areas of decoding, phonics, and basic oral communication skills.

ELL students participate fully in all aspects of school life at MS 256. At least four ELLs are on the soccer team at the school, for example, and many participate in the after-school programs offered by the school. Information on extracurricular programs is made available in the students' native language as well as English. The parent-teacher coordinator speaks to parents of ELLs to make extracurricular activities known to parents. The schools hosts an international cultural dinner, in which the cuisine of foreign-born and native-born ELLs is celebrated by the entire school. The Principal ensures that awards are given to ELLs during school award assemblies, celebrating progress in English-language learning and other academic successes.

All ELLs are provided with additional language development services during Academic Intervention Services periods, three days a week. Beginner and low-intermediate students receive instruction by the Spanish teacher, who provides additional native-language support and

## B. Programming and Scheduling Information--Continued

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ELLs use Horizons and the Oxford Picture Dictionary and Step Up. Horizons is used for newcomers and beginning students; and Oxford

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

**Beginning**

**Intermediate**

**Advanced**

**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)?

MS 256 does not currently offer a Dual Language Program.

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

**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, monthly staff meetings and through the use of email.

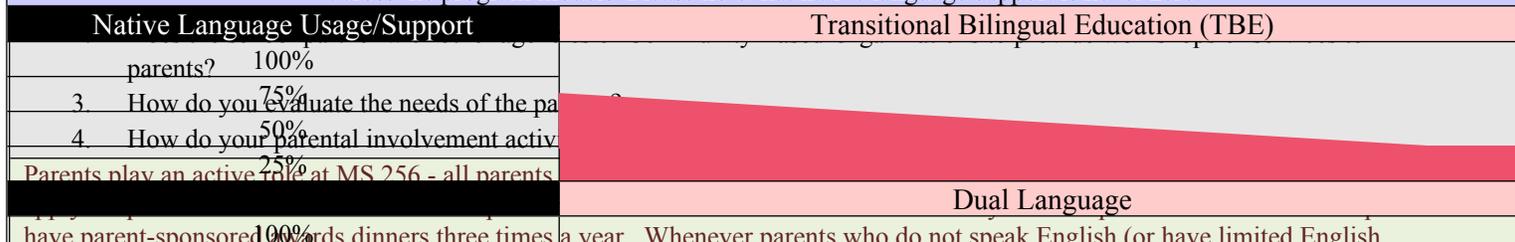
All ELL students who enter MS 256 are greeted by the ESL teacher who performs an initial assessment of their language skills (using the Accelerated Reader - AR - program). These students are then provided with additional resources - dictionaries, planners, and one-on-one time with the ESL teacher to 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 8th 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 ELL teacher will work collaboratively with ELA teachers and how ELL 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.

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**Native Language Usage and Supports**

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



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## B. Programming and Scheduling Information--Continued

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

ELLs are receiving targeted intervention in the development of academic vocabulary and in the development of reading and listening skills in ELA, math, and the sciences. Content-area teachers are provided with materials to help support these areas of targeted intervention. ELLs are also supported in the development of their reading skills through modified and translated texts that are used by them during independent reading. These intervention services are targeted at students at all three levels of proficiency and in the languages of the ELLs in the school, Spanish and French.

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. Former ELLs receive time and a half and separate testing areas for periodic assessments and for the state ELA and math tests. These accommodations are provided as per CR Part 154 regulations.

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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 7th and 8th grade students, including ELL's take a language elective class (Spanish). The teacher divides the class into two sections - differentiating her instruction for those whose native language is Spanish. (While many of these students are verbally fluent - their Spanish reading and writing skills are deficient).

No ESL specific services or programs are being discontinued at this point in time, nor are there any plans to do so at the present time.

We are hopeful that we will register one or more ELL students in the coming days - taking us over 30 total (we are currently at 29) enabling us to receive Title III funds. Should this happen, we will build an afterschool/Saturday Academy program that will allow us to focus on increasing literacy and numeracy skills for our ELL's. In addition, the school now has two SIFE students, and they are being given extra support by the ESL teacher in the areas of decoding, phonics, and basic oral communication skills.

ELL students participate fully in all aspects of school life at MS 256. At least four ELLs are on the soccer team at the school, for example, and many participate in the after-school programs offered by the school. Information on extracurricular programs is made available in the students' native language as well as English. The parent-teacher coordinator speaks to parents of ELLs to make extracurricular activities known to parents. The school hosts an international cultural dinner, in which the cuisine of foreign-born and native-born ELLs is celebrated by the entire school. The Principal ensures that awards are given to ELLs during school award assemblies, celebrating progress in English-language learning and other academic successes.

All ELLs are provided with additional language development services during Academic Intervention Services periods, three days a week. Beginner and low-intermediate students receive instruction by the Spanish teacher, who provides additional native-language support and helps students develop oral language proficiency. Intermediate and advanced students receive instruction by the ESL teacher, who provides them with additional help to achieve higher academic English proficiency.

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ELLs use Horizons and the Oxford Picture Dictionary and Step Up. Horizons is used for newcomers and beginning students; and Oxford

## Additional Information

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Paste additional information here

## C. Schools with Dual Language Programs

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

MS 256 does not currently offer a Dual Language Program.

## 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, monthly staff meetings and through the use of email.

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## 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)							1	1	4					6
Intermediate(I)							3	3	2					8
Advanced (A)							7	7	1					15
Total	0	0	0	0	0	0	11	11	7	0	0	0	0	29

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	1				
	I							0	2	1				
	A							6	2	1				

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	3	1	0	9
7	6	3	0	0	9
8	5	2	0	0	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	1	0	5	2	3	0	0	0	11
7	4	1	2	2	2	0	0	0	11
8	2	3	2	0	0	0	0	0	7
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

**New York State Regents Exam**

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

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- 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. ELL students are assessed in all the same way non-ELL students are - we conduct "running records" of our student's reading abilities (using Fountas and Pinnell) and we supplement this with Accelerated Reader (AR) - an online system that levels students and tracks their reading of computerized leveled books. This includes STAR testing, an online assessment tool. Data from 2010-2011 in regards to

## Additional Information

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## Part VI: LAP Assurances

**School Name:** MS 256

**School DBN:** 03M256

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey S. Perl	Principal		10/11/11
Grace How	Assistant Principal		10/11/11
Starrlynn Fikaris	Parent Coordinator		10/11/11
David Patterson	ESL Teacher		10/11/11
Sobeyda Done	Parent		10/11/11
Jessica Fazekas	Teacher/Subject Area		10/11/11
Jeffrey Macculloch	Teacher/Subject Area		10/11/11
	Coach		1/1/01
	Coach		1/1/01
Ken Greenfield	Guidance Counselor		10/11/11
Judi Aronson	Network Leader		10/11/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 03M256      **School Name:** MS 256

**Cluster:** 5      **Network:** CFN 511/FHI360

**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 ESL coordinator maintains a spreadsheet with the home languages of the school's ELLs, and this material is drawn from a number of different sources. The data includes the language(s) spoken in the home, the student's English language literacy level, the student's contact information, and additional biographical information about the student's home life. In addition to the spreadsheet, the information is maintained in ATS and on the student's student emergency card. The language(s) other than English that are spoken in the student's home are determined within 30 days of a student's admittance to the school. The ESL coordinator asks parents of ELLs at the start of the year to state their preferred language of oral and written communication. Data from the HLS and ARIS are also used to create the spreadsheet. This information is shared with all the teachers, so that notices and other information for parents who speak a language other than English can be kept informed of class progress. The ESL coordinator uses this information to set the language preferences on Jupiter Grades, the school's on line grading system that is accessed by all students, parents, and teachers. These language preferences result in documents and electronic information on student grades and discipline incidents that are presented in the preferred home language.

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

The school's written translation and oral interpretation needs are all in Spanish, with one exception, French. About 10 percent of the school's parent population requires translation and interpretation services, and about 5 percent of the student population requires these services (newcomers and beginner ELLs). Parents need to remain informed about their children's academic performance in school, and students who speak very little English need documents translated to help them understand the requirements of a class, how to complete certain assignments, the rules and policies of the school and their classes, and any additional materials that may help support the student's early language development in English and their development of knowledge in the content areas. The needs are communicated to the staff by the ESL coordinator in a spreadsheet that is updated twice a year and given to the teachers. In addition, the language preferences are stated in the

student's electronic biographical file on Jupiter Grades, the school's on-line grading system to which all students, teachers, and parents have access.

## **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.

Written translation of material is needed and used for all letters sent home to parents, as well as additional information that parents need that pertain to testing, promotion, school trips, and changes in policies, schedules, and rules. Translation is also used for school-wide and classroom information in the case of students who are beginners or newcomers. Translated documents are created by the administration using bilingual staff, and some material that is less vital on an individual level is machine translated. Staff members may ask the administration to translate documents at any time, and the ESL coordinator serves as the liaison for teachers who need materials translated. The administration ensures that all documents for parents are available at the same time in English as well as in any home language that is currently spoken at the school.

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 needed and used whenever a teacher speaks to parents on the phone or in person, when a parent comes to school, during school meetings, and during parent-teacher conference nights. Any teacher may ask the administration for translation services at any time, and the ESL coordinator serves as the liaison for faculty who need interpretation services. Staff members who are fluent in Spanish and French are available at all times to provide interpretation, and the parent-teacher coordinator who is bilingual is available to provide interpretation services for teachers and students at any time. The need for either translation or are communicated to the staff by the ESL coordinator in a spreadsheet that is updated twice a year and given to the teachers. In addition, the language preferences are stated in the student's electronic biographical file on Jupiter Grades, the school's on-line grading system to which all students, teachers, and parents have access.

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>.

The administration and the ESL coordinator inform parents of ELLs that translation and interpretation services are available in a number of ways. When new ELLs join the school, they are informed by the ELL coordinator that important documents will be translated, and that interpretation services are available at any time. Parents who require language assistance services are also provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. The school has posted in a conspicuous location in the school office a sign in each of the other languages spoken by parents and students at the school indicating the availability of interpretation services. Lastly, the school's safety plan contains procedures for ensuring that parents in need of language access services can always reach the school's administration. This includes information recorded on the telephone to assist parents and others who are calling the school.