



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 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: **ILENE ALTSCHUL**

## 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	
Shawn West	*UFT Chapter Leader or Designee	
Amelia Cerda	*PA/PTA President or Designated Co-President	
Tanya Middleton	Member/Elected Parent	
Amelia Vasquez	Member/Elected Parent	
Jennifer Holland	Member/Elected Parent	
Evelyn Guerrero	Member/Elected Parent	
David Patterson	Member/Elected UFT	
Erin Walsh	Member/Elected UFT	
Jessica Fazekas	Member/Elected UFT	
N/A	DC 37 Representative, if applicable	N/A
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	N/A
N/A	CBO Representative, if applicable	N/A

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 using a set of rubrics that articulate clear expectations for teacher practice (with an average of five Quick Visits per week, and a total of 150 over the course of the 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.

During the 2011-2012 school year MS 256 implemented a similar goal/action plan to this one. Overall, the goal – as a whole – and the majority of the specific objectives were met. As per last year's Action Plan, in conjunction with FHI360, Administration implemented 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. Using mobile electronic devices (iPads, cell phones, etc.) we focused on the Framework for Teaching rubric – providing us with a framework for reflective discussion, data analysis, action planning, and progress monitoring. Additionally, Administration 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. A master schedule was created that allowed for weekly Grade and Department Meetings of at least forty-five minutes – allowing teachers to analyze peer and supervisor feedback, as well as conduct intervisitations of their colleagues – allowing rubric-based observations to occur, and Administration (Principal and Assistant Principal) did adjust their schedules to allow for more time for quick visit observations.

In regards to specific objective indicators and benchmarks, the expectation of five quick visits per day proved overly ambitious (and was adjusted mid-year). Over the course of the year we conducted a total of 140 Quick Visits. (Quick Visit observations were conducted from October, 2011 until the end of May, 2012. Factoring in testing days – when we did not conduct quick visits – Administration averaged two quick visits per day). Again – this number was not as high as we had projected, but it was more than sufficient in meeting our overall goal. With fifteen teachers on staff, and observations taking place at ten per week, 100% of staff was observed at least once every two weeks and 75% of staff was observed at least twice every two weeks; 50% of staff was observed up to three times every two weeks. Feedback from teachers (as per the learning environment survey and reflections from a NY State Walkthrough) indicated that while observations were frequent, the feedback loop was not as strong as it could be. Teachers wanted more immediate verbal feedback from the administration.

All teachers completed SMART goal growth plans – in collaboration with Administration – and engaged in five (or more) peer observations over the course of the school year. (Teachers used the same rubric that Administration used when conducting quick visits). Additionally, 100% of teachers participated in weekly grade and department meetings. Data from monthly Teachscape reports showed that teachers improved their practice in the areas of "Focus on Curriculum" – with an increase of 20% in the number of teachers who were making the learning objective of lessons clear to students; "Focus on Classroom Environment" – with a 30% increase in positive responses on how teachers monitored student behavior and implemented routines and procedures; and in "Focus on Instruction" – where it became clearer to identify how teachers were differentiating instruction over the course of the year (the response "Unable to Determine" dropped 30% over the course of the year). Again – while this data was strong, we used it to identify areas for improvement for the 2012-2013 school year.

For 2012-2013 we have increased the expectations and outcomes associated with this (modified) goal. The tool we are using to record the data from our Quick Visits is Teachboost. It is aligned to the Danielson competencies and allows us to record teacher goals and track and measure individual growth over the course of the school year. We will conduct an average of five Quick Visits per week – resulting in a total of 150 observations over the course of the school year (excluding

testing days and other exceptions). Teachers are expected to show between 10% and 15% growth on key indicators as a result of feedback given. Additionally, we are conducting our formal and informal observations using the exact same protocols and procedures (the only addition being that there will be a rating of Satisfactory or Unsatisfactory – as per the Collective Bargaining Agreement). Further, based upon teacher feedback, we are implementing a 24 hour verbal response protocol – ensuring that within one day of a walkthrough teachers will receive feedback allowing them to begin working on next steps.

#### **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) key personnel 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:

- ✓ In conjunction with FHI360, Administration will implement a “Quick Visit” protocol based on the Danielson Framework. Teachboost, an online, goal-based walkthrough tool, will be used to facilitate the protocol.
- ✓ The principal, assistant principal, and coaches from FHI360 (as well as outside providers) will lead teacher development work at the school by conducting trainings on the Quick Visit protocols, the application of relevant rubrics, successful ICT classrooms, and the Common Core Standards.
- ✓ Administration will work with teachers to create individualized SMART goal action plans and an inter-visitation schedule, allowing for colleagues to observe one another using a common framework and rubrics.
- ✓ The Principal and Assistant Principal will adjust their schedules to ensure that they conduct (on average) one to two “Quick Visits” per school day each.
- ✓ 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.
- ✓ Teachboost will be used to provide administration with real-time reports (on a weekly basis) for every teacher in the school. This data will be used to determine in which areas select teachers need help – then gear observations to align with these goals or dimensions.
- ✓ In addition to the weekly reports, monthly Teachboost reports will be run, allowing Administration to identify trends and patterns by teacher and across grade and subject areas.
- ✓ One staff member will serve as the primary mentor for probationary teachers – she will attend the NYC Mentor Academy (Year One) to receive training on how to implement a mentor model based on the new Common Core Standards and expectations.

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

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

**Budget and resources alignment**

- Indicate your school's Title I status: **X** School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy **X** Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants **X** Other

If other is selected describe here: Additional funding provided by our support network (FHI360).

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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).

## **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 two literacy (ELA), two Math, two Science, and two Social Studies tasks embedded in rigorous curriculum units aligned to the Common Core.

### **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.

During the 2011-2012 school year MS 256 implemented a similar goal/action plan to this one. Overall, the goal – as a whole – and (nearly all of) the specific objectives were met. With financial assistance from our support network, FHI360, MS 256 successfully implemented the use of the ATLAS/Rubicon online curriculum mapping protocol, allowing teachers to work collaboratively to design Common Core aligned unit plans. Additionally, teachers were 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 Team meetings were held weekly – this time was built into the master schedule. Teams reviewed samples of student work (across grade levels), compared said work to Common Core templates and adjusted units and practices to move students towards achieving desired outcomes. (This was the focus of the Inquiry Team as well). The ELA and Math Department teams designed more than one unit each that was fully aligned with the Common Core Curriculum (this is reflected in the unit plans contained on ATLAS). Further, this work was supported by rubric-based portfolio pieces that were designed to reflect the changes in the Common Core curriculum; teacher feedback was geared towards moving students to producing work aligned to the Common Core templates. Core subject area teachers also worked with students over the course of the school year to create Common Core based academic SMART plans.

In regards to specific objective indicators and benchmarks, teachers produced online curriculum maps (using the ATLAS/Rubicon system) across all grade levels in the subjects of ELA, Math, Science, and Physical Education. As stated as a goal - at least one ELA and one Math unit were fully aligned with the Common Core (in fact – two units in each subject area were aligned). Additionally, grade specific maps were produced for Art, Health, and Spanish. Overall, 60% of the entire curriculum taught at MS 256 was mapped out for the 2011-2012 school year. (While this was good – our goal for this year is 100%). To complement this work, 100% of teachers completed 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 received between 15 and 25 additional hours via coaching through FHI360. 100% of teachers also participated in Grade and Department Meetings weekly; the focus of which – in part – included reviewing samples of student work, comparing them with Common Core templates, and adjusting units and practices to move students towards achieving desired outcomes.

100% of students (excluding LTA's and those on long-term Superintendent Suspensions) completed academic SMART plans (based upon Common Core alignment taking place via curriculum mapping) that were updated each marking period using a template across subjects and grade levels – this resulted in a completed June document that tracked each student's progress over the course of the school year. Further, all students (again – excluding unique cases) completed a portfolio piece in ELA and Math aligned to the Common Core standards; pieces were attached to a rubric and 1-3 paragraph explanation (written by the student) explaining how the work demonstrated an understanding of the essential questions of the unit and mastery of the skills taught. (These are available for review upon request).

For 2012-2013 we have increased the expectations and outcomes associated with this goal. Specifically, the number of Common Core aligned units has increased to a minimum of two – and the application has extended beyond ELA and Math to all the core subject areas (this adds Science and Social Studies). The

assessment pieces of each until are specifically aligned to key Standards of the Performance Indicators and teachers will begin planning on an interdisciplinary level – aligning the work being done across subjects and grade levels. Additionally, teachers will write a short reflection on each Common Core aligned unit explaining how the alignment took place and proving that the performance tasks accurately demonstrate student understanding. Finally, by the end of the 2012-2013 we expect to have a preliminary curriculum in place for the 2013-2014 school year that is fully Common Core aligned across all four core subject areas (this document will also reflect the inquiry-based work we have conducted around which standards need to be imbedded in multiple units across disciplines).

#### **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) key personnel 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 fully implement the ATLAS/Rubicon online curriculum mapping protocol in all four core subject areas (ELA, Math, Science, and Social Studies) - 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 to 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 two units each that are fully aligned with the Common Core Curriculum during the course of the 2012-2013 school year.
- ✓ 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.
- ✓ The Curriculum Team will meet monthly (beginning in February 2013) to develop a full Common Core Implementation Plan that will go into effect in September 2013.

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

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

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here: 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.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

### **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 ensure that MS 256 meets citywide expectations regarding students with disabilities – allowing them to effectively access the general education curriculum using the full continuum of special education services, in the least restrictive environment; resulting in 100% of students being placed in the least restrictive environment (LRE) appropriate for their needs.

#### **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.

Prior to the 2012-2013 school year, educating students with disabilities at MS 256 meant either placing them in a self-contained classroom or providing them with SETSS services. This resulted in many students being separated from their non-disabled peers. When completing our needs assessment in this area we recognized that our efforts needed to focus on creating more inclusive and innovative programs for students in articulating grades or students entering the school “over the counter” (OTC). Specifically, we felt it was necessary to create ICT sections across all grade levels; to make sure students with disabilities are served as if they did not have IEPs; to guarantee that students with disabilities are held accountable for standards-based goals that reflect the Common Core standards and long-term educational outcomes; and to implement flexible scheduling; and align school accountability measures, funding formulas and enrollment policies and practices with these principles. We are certain that by implementing the strategies listed below 100% of our students will be placed in the least restrictive environment (LRE) appropriate for their needs.

#### **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) key personnel 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:**

- ✓ All IEP's will be reviewed at the beginning of the school year by the School Implementation Team; meetings will then be held with parents/families and modifications to students' IEP's will be made to ensure that all are placed in the least restrictive environment.
- ✓ A master school schedule that provides for ICT classes, self-contained classes, and SETSS and related services for students will be created.
- ✓ Teacher programs will have dedicated time (weekly) for ICT collaboration meetings between Special Education and General Education teachers.
- ✓ The Special Education Coordinator will lead professional development on the use of SESIS and the impact of the Special Education Reform at MS 256.
- ✓ The Pupil Personnel Team (PPT) will create and provide teachers with a handbook on identifying “at risk” students and the intervention steps (both academic and behavioral) that should be employed prior to making a referral.
- ✓ The Special Education Team will meet weekly to review student progress in regards to standards, expectations, and IEP compliance (annual reviews, re-evaluations, triennials, etc.).

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

It is vitally important that the parents of SWD students 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,
- provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information specifically related to Individual Education Plans (IEP's).

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

## **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.

To fully implement the four key strands of the Middle School Quality Initiative (MSQI) – infusing significant reading expertise into the school, strengthening instructional leadership and teacher teams, and supporting the growth of a positive culture around literacy – by June, 2013.

### **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.

When looking at ELA data across the last two years, we see modest growth – specifically: In sixth grade, the number of students meeting proficiency in ELA (Level 3 or 4) increased 13%; In seventh grade, the number of students meeting proficiency in ELA (Level 3 or 4) increased 7%; School-wide, the number of students meeting proficiency in ELA (Level 3 or 4) increased 5%. In measuring growth, when comparing proficiency rates (Level 3 or 4) from 6th grade in 2011 to 7th grade in 2012 in ELA – we see an increase of 3%. In measuring growth, when comparing proficiency rates (Level 3 or 4) from 7th grade in 2011 to 8th grade in 2012 in ELA – we see an increase of 9%. When measuring growth by students moving up a level – in grade 6, 24% of students moved up one level in ELA; When measuring growth by students moving up a level – in grade 7, 25% of students moved up one level in ELA; When measuring growth by students moving up a level – in grade 8, 20% of students moved up one level in ELA. School-wide, 23% of students moved up one level in ELA and nearly 25% of our school is at proficiency (up 20% over the last two years). While these numbers are signs of positive growth, a deeper analysis shows that many of our students are reading below grade level and are not mastering the skills needed for college and career readiness. It is essential that we implement Literacy programs (Tier 1, 2, and 3 Academic Interventions) to ensure that our students continue to make progress towards proficiency. It is our expectation that that all the elements of this goal will be met by June, 2013.

### **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) key personnel 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:**

- ✓ All sixth and seventh grade ELA teachers will administer the Degrees of Reading Power (DRP) assessment during the first marking period. (In addition to the STAR literacy assessment that will be used to determine individual student reading levels.
- ✓ Common Core Instructional Leads will administer a secondary diagnostic for students who achieve a score of 45 or lower on the DRP.
- ✓ Administration, working with FHI360, will offer a series of professional development workshops over the course of the school year – content-area teachers will participate in a minimum of twenty-five hours of PD.
- ✓ The following Tier One intervention supports will be put in place for all students: Accelerated Reader (ELA), Word Generation (ELA, Math, Science, Social Studies), eScience (Science with a focus on Literacy), and TUVA (Math with a focus on Literacy).
- ✓ Based upon individual student needs, the following Tier Two interventions will be put in place: Wilson – Just Words (for students needing additional support with

fluency), Achieve3000, book clubs, and guided reading (for students that are fluent but struggling with comprehension).  
✓ One student reading below the 15<sup>th</sup> percentile (as per his or her DRP score) will work with the Special Education Coordinator on a Tier 3 intervention – Wilson Reading. (The student will meet with the Coordinator for one hour every day; this will allow the Coordinator to become Wilson Level 1 certified at the end of the school year).

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

It is extremely important that parents of all students at MS 256 (and especially those in need of academic interventions) 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 college and career readiness);
- 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 instructional expectations for middle school and beyond);
- Conduct parent workshops on topics related specifically to MSQI and college and career readiness;
- 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).

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  Other

If other is selected describe here: MS 256 has received funding to support MSQI work through a grant provided by the New York City Council.

### Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ELA Academic Intervention Services take place through four different programs: Pull-Out Small Group Focused Remediation; Small Group Tutorials; Mandated Pre-School Enrichment (Book Club, Just Words, WILSON); and After School Homework Helper.	Services are delivered primarily in small group (focused remediation, book club, homework helper, Just Words, and tutoring). *WILSON is provided in a one-to-one setting.	Pull-out small group remediation is provided during the school day (based upon academic need); book club, Just Words and WILSON take place in the morning (before the school day); tutoring and Homework Helper take place after school.
Mathematics	Mathematics Intervention Services take place through three different programs: Pull-Out Small Group Focused Remediation; Small Group Tutorials; and After School Homework Helper.	Services are delivered in small groups (focused remediation, homework helper, and tutoring).	Pull-out small group remediation is provided during the school day (based upon academic need); tutoring and Homework Helper take place after school.
Science	Science Academic	All Science AIS services are	Small group tutorials take place

	Intervention Services take place through three programs: Small Group Tutorials; After School Enrichment; and After School Homework Helper.	provided via small group instruction (individualized attention is given to students within these groups).	during the day (a student's lunch period) and focus on Science skill deficiencies; 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.
Social Studies	Social Studies Academic Intervention Services take place through three programs: Small Group Tutorials; After School Enrichment; and After School Homework Helper.	All Social Studies AIS services are provided via small group instruction (individualized attention is given to students within these groups).	Small group tutorials take place during the day (a student's lunch period) and focus on Social Studies skill deficiencies; 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.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The work performed by the Guidance Counselor and the Social Worker is differentiated by attention	The amount of time spent with each child (either individually or in group) is mandated by IEP requirements or set by the	Counseling services take place during the school day (as per schedule for those students who receive mandated

	<p>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. 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>counselor if there is no IEP. Options include small group, large group, and one-to-one.</p> <p>*Note – we have a school SAPIS Worker assigned to MS 256 one day a week. He provides 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 (between two or more students).</p>	<p>counseling). Additionally, we provide targeted counseling before school Monday – Wednesday as a Tier Two Intervention. Counselors are also available after school every day of the week for students who wish to take advantage of the opportunity to speak with a mental health professional (we have designated this “The Chat Room”).</p>
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## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB. Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

M.S. 256 collaborates with the following offices and universities to **recruit** highly-qualified teachers into our learning community:

- Teach for America
- NYC Office of Teacher Quality and Recruitment
- NYC Teaching Fellows program
- Teachers College Columbia University
- NYCDOE Absence Teacher Reserve

We **retain** high-performing teachers through the following strategies:

- Leadership opportunities such as special education, grade, department, and interdisciplinary team leads
- Opportunities to increase pay through after school programs, Saturday Academy, and team meetings
- Resources such as laptops, SMART boards, books, and software
- Built-in planning time with co-teachers, departments, and grade-level teams

We provide high-quality **professional development** through the following partnerships:

- The New York Historical Society
- Educators for Social Responsibility
- The Jewish Museum
- Urban Advantage
- The Shubert Foundation
- FHI-360 School Support Organization

All of our professional development follows our beliefs about adult learning:

- We believe in naming specific strategies that all staff commits to practicing to proficiency.
- We believe in assessing the prior knowledge of adults and the current performance of students in order to tailor our learning to be relevant and timely.
- We believe in establishing collegial guides to provide models and support throughout the process.
- We believe that initiatives must be aligned and fit into or replace existing structures and expectations.
- We believe that the majority of meeting time is best spent designing effective instruction based on the analysis of current student data.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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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.

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <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 relating to parental involvement, please see the relevant sections of this document).

MS 256 focuses on an early high school preparatory model and expects all students, regardless of their ELL status, to achieve academically. We provide the supports necessary for this to happen. In all grades, core subjects of English, Social Studies, Science and Math operate through the Understanding by Design and are taught via the Workshop Model. We are also a Renaissance Learning school: all of our children participate in the technology-based Accelerated Reader Program. For our special needs children we have 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	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	ELL	EP	ELL	EP	ELL	EP	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>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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>	0	0	0	0	0	0	11	11	7	0	0	0	0	29

## 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

## A. Programming and Scheduling Information

their content classes. Language development is further supported using Accelerated Reader, which tests these students' reading levels at 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 continuing to take part in classroom instruction. Students also receive push-in services from both the ESL and SETTS teacher to help shelter content. The SETTS and ESL teachers also work with small groups to provide additional academic support before the school day begins, during AIS, and after school, during homework assistance and independent work periods. Students 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. The ESL and SETTS teachers also collaborative consult with each other 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.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

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

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

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

**Native Language 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%	

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

## B. Programming and Scheduling Information--Continued

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

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 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.

ELLs use Horizons and the Oxford Picture Dictionary and Step Up. Horizons is used for newcomers and beginning students; and Oxford and the Oxford Content Dictionary for intermediate and advanced students. All ELL students practice their listening at listening stations through Accelerated Reader's English in a Flash program. Intermediate and advanced students all make use of Brain Pop. The Oxford Step Up program also has an on-line component that all ESL students use.

ELLs are encouraged to read in English, but the school has a library of English-Spanish reading material, as well as Spanish-only novels and non-fiction books. Students are allowed to take on-line comprehension tests through the AR system in both languages, although the ESL teacher manages the reading progress of the ELLs and makes suggestions to encourage the transition to English material. Students also use native-language and L1/L2 dictionaries and glossaries in their classes, and may consult them during class and assessments.

All materials provided to ELLs are grade and age appropriate. Reading and instructional materials are all geared towards early adolescents, and ELLs work with content that is appropriate for their age and grade level in the same way that non-ELLs do.

The ESL teacher contacts the parents of newly enrolled ESL students before the start of the school year and ensure that all basic information, including start times, dress code, breakfast and lunch, and immunization information, is clearly communicated in either English or the native language. The ESL teacher also schedules times to meet with these parents within the first two weeks of school to ensure that they students are prepared to learn. The ESL teacher provides his contact information to these parents in written and electronic form, and makes frequent outreach to these students and parents as the year progresses.

7th and 8th grade ELLs are offered Spanish, and the ESL teacher works with the Spanish teacher to ensure that the material is sheltered in an appropriate manner for these students. For native Spanish speaking students, the Spanish teacher has separate, more demanding performance goals in the class.

The ESL teacher will also work to visit two other middle schools to observe ESL practices and collaborate with other teachers. The ESL teacher does maintain a close working relationship with one of the two ESL teachers at MS 333, and they regularly share information, materials, and workbooks, and provide support for a variety of ESL compliance issues. The ESL teacher meets regularly with the Principal and Assistant Principal to discuss preparing all ESL students to take the NYSESLAT exam in May. The ESL teacher prepares the advanced students to provide them the best opportunity to reach proficiency status by using prior year's NYSESLAT tests in instruction. A service log is kept to track the times and dates that students are provided with ESL instruction in either pull-out or push-in settings.

### **C. Schools with Dual Language Programs**

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

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.

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.

Other members of the staff, including subject area teachers, paraprofessionals, guidance counselors, and therapists, participate in PD on best practices for instructing ELLs, conducted by the ESL Coordinator at the school. These sessions include using the native language to support content instruction and understanding, creating language objectives, understanding the social and emotional needs of ELLs, and considering ELLs when designing performance tasks and other assessments. These PD sessions satisfy the 7.5 hours of training in ELL instruction required for all staff. Records on PD attendance are maintained by the principal.

## E. Parental Involvement

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

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

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

The Parent Teacher Coordinator, in conjunction with the ESL Coordinator, reaches out to all ELL parents to ensure that they part of all these assessment efforts. The coordinator, who is English/Spanish bilingual, ensures that parents receive a verbal notification of all efforts. If additional translation services are needed, another member of the staff or the DOE's translation services are used.

# 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				
	P							4	7	4				
READING/	B							1	1	4				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	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
Comprehensive English				
Integrated Algebra	2		2	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 Fontas and Pinnell) and we supplement this with Accelerated Reader (AR) - an online system that levels students and tracks their reading of appropriately leveled books - this includes STAR testing - an online assessment tool. Data from 2010-2011 in regards to ELL's shows the following:

This past spring, all ESL students took the NYSESLAT. All ESL students except two newcomers took the 2011 state ELA exam. All intermediate or advanced ESL students except four met promotional criteria based upon the cut scores (scoring at least a Level 2 on the state ELA examination); of the four who did not, two presented satisfactory ELA portfolios and were promoted to the next grade. One intermediate ESL student attended summer school for both math and ELA. One intermediate ESL student had modified promotional criteria and was promoted to the next grade. Overall, looking at the cut scores – 80% of our Intermediate and Advanced ESL students met promotional criteria; factoring in beginning ESL students – 62% of non-exempt ELL students scored Level 2 or higher on the New York State English Language Arts Exam administered in May 2011.

In Math, 7 of 8 sixth grade ESL students met promotional criteria on the 2011 state exam (88%) – the only student who scored a Level 1 is a self-contained special education student who did meet his IEP promotional criteria. In the seventh grade, only 2 of 8 ESL students met promotional criteria on the state math exam (25%). While this number may appear low, of the six students who scored Level 1 – four are Beginning level ESL students and one is a self-contained special education student (who also met his IEP promotional criteria). In the eighth grade, 5 of 10 ESL students met promotional criteria on the state math exam (50%). One beginning ESL eighth grade student took and passed the Integrated Algebra Regents Exam. Overall, 54% of ESL students met promotional criteria in Math on the state exam; among Beginning level ESL students, 38% (3 of 8) of students met promotional criteria – exceeding our stated goal of 30%.

Based on data from the Accelerated Reader STAR test administered three times this past academic year, in September, January, and June, the ESL population as a whole made 0.5 years of reading growth, from an average of 3.0 grade equivalency to 3.5. grade equivalency (GE). In the sixth grade, the ESL students made an average of 0.6 years of reading growth, from 2.8 to 3.4 (GE). In the seventh grade, the ESL students made an average of 0.1 years of reading growth, from 2.3 to 2.4 GE (this class contains eight ESL students, of whom three are first-year ESL students and one is a second-year ESL student). In the eighth grade, the ESL students made no appreciable growth, remaining at 4.1 GE. It is worth noting, however, that this reading growth only measures progress students make in reading in English. Many of our ESL students, when reading for pleasure, read in their native language; this is not factored into how we measure their growth as readers – we are exploring ways to track and analyze this data next year.

One way this data has impacted our instructional planning is to run our AIS services for ELL's in a non-graded manner. Specifically, when ELL students meet for AIS they will be grouped based upon ability. There will be four groups in total - one beginner, one intermediate and two advanced. The beginning group, because it consists of all Spanish speakers will be taught by a bilingual teacher. One of the advanced groups will also be taught by a bilingual teacher (who also has an ESL extension certification). While AIS is voluntary, we expect 100% participation from our ELL students. At MS 256 we are supportive of students' native language and provide them supports and scaffolds to help them bridge the gaps in language acquisition. In class exams and homework assignments are translated whenever possible for beginning level students and instructional aides are provided. We do recognize, however, that the goal is for ELL students to become proficient in English. As students move to Intermediate and Advanced levels we begin to remove these scaffolds. The goal for all our ELL students is for them to Score Level 3 on the NY State exams and Proficient on the NYSESLAT exam.

Success for ELL's is determined in the same way success for all learners is determined. While the ultimate goal is the one listed above (Level 3's or higher and proficiency on the NYSESLAT), success often comes in smaller steps. Students who show measured growth and improvement academically over the course of the year are considered successful. This is measured through running records, STAR and Acuity assessments, progress report and report card grades.

Programs to support ELLs are evaluated by the principal on an ongoing basis. The principal uses the NYSESLAT results every summer to determine how well the ELLs in the school are performing. The ELLs are also a defined group in the school's electronic on-line grading system, and he uses the results from this group analysis to assess how well the programs for ELLs are supporting language development and content understanding.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>MS 256</u>	DBN: <u>03M256</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: MS 256 has a student population of 170 students, of which 26 are ELLs. The students comprise these three somewhat distinct subgroups:

- 9 newcomers (7 students arriving this year; 2 students arriving last year; 30%)
- 4 low and mid-intermediates (fewer than 2 years of ESL; 17%)
- 13 long-term ELLs (all of whom entered ESL services as kindergarten students; 53%)

The Title III program will target both groups of students, each of whom need different supports to enable them to develop conversational and academic English proficiency.

Newcomers and lower intermediate students need support to improve their basic interpersonal communicate skills (CALP), develop their basic and extended vocabularies, and learn how to pronounce and understand spoken English. Some of our newcomers have poor L1 literacy, and never learned how to read or write in their L1; they need help learning how to decode and comprehend words and express themselves in writing. This group also needs to develop a foundational understanding of English that will allow them to begin to more fully participate in their content classes' lessons and activities.

Long-term ELLs need support to improve their cognitive and academic language proficiency (BICS). They need to improve their reading fluency and comprehension, and in most cases they need support to improve their writing, including grammar, usage, syntax, vocabulary, and syntax. These LT-ELLs often have trouble understanding and working with more complex concepts and language in their content courses. They need to have some content modified and adapted in ways that render it more comprehensible.

Finally, both groups need support in preparing to understand the challenges posed by the NYSESLAT, the state ELA test, and the state math test. 8th graders need support to prepare for the city's 8th-grade science test.

MS 256's Title III program will be held after school, and will be taught by a certified ESL teacher and by certified math, science, and ELA content teachers. The goals will be to measurably improve newcomer/intermediate students' CALP; to improve LT-ELLs' BICS; and to improve both groups' ability to succeed in their content courses and demonstrate growth in their NYSESLAT, state math, and state ELA testing.

The program will be scheduled twice a week, from 3:15 to 4:45. It will begin in January and run until June 20, 2013. Over 26 academic weeks, two teachers will be scheduled to work with the ELL students, one ESL teacher and one content teacher, and the students will be divided into two groups. The LT-ELL group will work on academic writing and reading non-fiction, and the lower/intermediate group will work on developing vocabulary, listening, speaking, and improving their reading and writing.

For newcomers and intermediate students, the program will use the Oxford University Press English

### Part B: Direct Instruction Supplemental Program Information

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. LT-TELL students' English needs in the content areas will be sheltered as necessary by the ESL teacher in the form of sheltered instruction using the SIOP model.

Every beginner and intermediate ESL student at MS 256 will use an iPad Mini for the purposes of practicing skills and material learned during supplemental instructional time, as well as for referencing content and vocabulary in their L1 to help support their content area studies and English language development. These iOS tablets will be exclusively assigned to these 12 students, and they will use them throughout the school day and during the twice-weekly after-school program. Every tablet will have a suite of apps purchased by and maintained by the ESL coordinator to target specific skills and areas of understanding at a variety of proficiency levels. All students will work with iOS apps that help them with L1-L2 translation and definitions, vocabulary development, and reading practice. All students will also make use of apps that provide encyclopedia reference materials in the students' L1 and English. Beginners and intermediate students will work with apps on pronunciation, basic grammar, phonics, and listening. Higher intermediate students will work with apps that challenge them to master more demanding grammar and writing and syntax. All students will use reading apps created by Oxford and other app designers that modify text materials for different proficiency levels. Finally, students will use tablets to access Accelerated Reader's app that allows students to take comprehension quizzes on books they have read and use the English in a Flash resource. Students will also use the tablets to learn content material through Brain POP's standard and Spanish apps. Major app providers for the ESL apps that will be used at MS 256 include Mobile Education Store, Oxford, PyxWise Software, and BrainPOP. The ESL Coordinator will create, manage, modify and deploy configuration profiles for MS 256's iOS devices using Apple's iPad Configuration Utility. iOS apps will be purchased with a school account.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL teacher will attend QTEL's first-year "Building the Base" institute, focusing on the sociocultural context of ELLs in NYC, scaffolding instruction for ELLs using various models, selecting and modifying appropriate texts, sheltering varied academic texts, and promoting access and engagement for all ELLs and their families. The ESL teacher will in turn present material from the QTEL institute to the faculty of the school during two professional development sessions.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration

### Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The ESL coordinator, working alongside the principal and assistant principal, will schedule and host five after-school (evening) Learning With Your Child workshops. The ESL coordinator will reach out to current and former ELL parents by phone and e-mail to determine the best times to schedule these workshops. The coordinator, working with the parent-teacher coordinator, will then reach out by phone and e-mail to invite and encourage the attendance of parents and family members of all current and former ELLs. These workshops will provide instructional materials, including reading books; visual dictionaries and other reference materials; content-specific texts; and information produced and provided by other teachers that ELL parents can take with them to use at home to help their students study, further develop their literacy skills, and complete homework.

These workshops will focus on five major areas: current academic and social expectations at MS 256 and the expectations of high schools, including the high-school application process; how to select books and read with your child, in any language, and develop literacy practices that are essential in supporting children’s reading development at home; how to use literacy materials to further develop student literacy skills at home, and practice speaking, listening, reading, and writing in English; how to use materials to better understand expectations in students’ content classes, as well as understand what students are expected to demonstrate in their classes’ unit performance tasks; and how to understand the expectations of the state ELA and math tests in the spring, as well as the NYSESLAT test in April and May.

The workshops will each last two hours and be scheduled on different nights of the week in January, February, March, April, and May. They will be run by the ESL coordinator, and include translation services and other teacher support, as needed. The parent-teacher coordinator will help reach out to families and encourage their attendance. Some light, inexpensive refreshments will be served, which will be provided by the school. The goal is to have at least 10 parents attend each session.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$4,500</u>	<u>Per session pay for teachers in after-school institute</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	<u>\$1,000</u>	<u>QTEL Building the Base Institute</u>

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$5,000</u>	<a href="#">Electronic dictionaries by Franklin OED Picture Dictionary</a> <a href="#">OED Step Forward</a> <a href="#">OPD for the Content Areas</a> <a href="#">Visions Introductory Level</a> <a href="#">Fiction Leveled Libraries</a> <a href="#">Instructional NYSESLAT Test Prep by Attanasio &amp; Associates</a> <a href="#">Math dual language by Attanasio &amp; Associates</a> <a href="#">12 iOS devices (16 GB iPad Mini) to be maintained using Apple's iOS administration and enterprise utility</a> <a href="#">Cases to hold and differentiate iOS devices</a>
Educational Software (Object Code 199)	<u>\$500</u>	<a href="#">iOS apps targeted for ELLs at varying proficiency levels (noted in Part B, above)</a>
Travel		
Other		
<b>TOTAL</b>		