

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**03M256**

**School Name:**

**SCHOOL OF ACADEMIC AND ATHLETIC EXCELLENCE**

**Principal:**

**BRIAN ZAGER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 03M356  
School Type: Public School Grades Served: 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>  
School Address: 154 West 93<sup>rd</sup> Street, New York, NY 10025  
Phone Number: 212 – 222 – 2857 Fax: 212- 531 - 0586  
School Contact Person: Brian Zager Email Address: [bzager@schools.nyc.gov](mailto:bzager@schools.nyc.gov)  
Principal: Brian Zager  
UFT Chapter Leader: Shawn West  
Parents' Association President: John Visconti  
SLT Chairperson: Angel Manigault  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 3 Superintendent: Ilene Altschul  
Superintendent's Office Address: 154 West 93<sup>rd</sup> Street, New York, NY, 10025  
Superintendent's Email Address: [ialtsch@schools.nyc.gov](mailto:ialtsch@schools.nyc.gov)  
Phone Number: 212 – 678 – 5857 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 511 Network Leader: Jorge Izquierdo

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed 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 (Blue Ink)
Brian Zager	*Principal or Designee	
Shawn West	*UFT Chapter Leader or Designee	
John Visconti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jessica Fazekas	Teacher	
Enid Soto	Teacher	
Hope Pruitt	Teacher	
Naomi Fraser	Parent	
Angel Manigault	SLT Chairperson/Parent	
Dionne Reeves	Parent	
Amelia Cerdia	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

M.S. 256 Academic & Athletic Excellence is a Middle school with 159 students from 6 through grade 8. The school population comprises 47% Black, 49% Hispanic, 3% White, and 1% Asian students. The student body includes 15% English language learners and 30% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school is 87%. M.S 256 is housed in the Joan of Arc complex and shares a building with 2 other schools. M.S 256 is a screened school with a Dual Language French Program. Currently M.S 256 has a partnership with the Healing Arts Initiative which provides an after-school program for the students.

**Mission** - We seek to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction, which allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to involve our parents, teachers and community members in our students learning

**Vision** - A community of excellence that provides a supportive, diverse learning environment, which fosters academic, emotional, athletic growth and empowers our students to become productive citizens and leaders.

**School Strengths** –

School staff is in the process of aligning curricula to the Common Core Learning Standards (CCLS) emphasizing the instructional shifts to increase rigor and student achievement. M.S 256 has adopted the Expeditionary Learning literacy program and Connected Math program. Since the beginning of the year the English language arts teachers are addressing curricular concerns that include reading a complex whole class text that doesn't address the varied reading levels in each class. Teachers are working collaboratively to review each grade curriculum map and determine the skills that overlap such as character analysis, citing evidence, 'getting the gist', and increasing vocabulary. Teachers are utilizing graphic organizers, visuals, collaborative group work or partnerships and sentence starters to support students including English language learners and special education students.

Since the beginning of the 2014-2015 school year the administration along with the teachers have been working towards improving the school culture as well as the disciplinary problems the school has faced in the past. Through continuous collaboration, as well as renewed sense of purpose, the staff at M.S 256 has put transparency at the forefront of all the aspects of work that has been taking place inside the school. With our students, we have been providing them with biweekly and monthly reports on their progress, both academically as well as behaviorally, to build their sense of ownership and responsibility. With the staff, each conversation we have, whether it be in the department teams, grade teams, or the weekly meetings we have we make sure we address the issues and brainstorm ideas and action plans to make change.

**Challenges** -

M.S 256 is working on the development of school-wide instructional practices to ensure that all students have access to the curricula and are engaged in high level discussions and challenging tasks as evidenced by meaningful work products. Across classrooms, teachers are familiar with the expectations of the Danielson Framework for Teaching with particular attention to engage students in learning through high-level questioning and discussion. Teachers have internalized the

importance of increasing engagement by providing supports such as graphic organizers, partner discussions and visuals to ensure access to the instructional task. However, these practices were inconsistent throughout the school. The school has previously struggled with low student performance scores. We are now challenged to ensure that teachers are highly qualified in their content areas and that instruction is delivered on a student by student basis.

#### Part 3 question

The key areas of focus for the 2014-2015 school year are:

1. To improve the overall school culture and climate
2. Improve teacher effectiveness and as a result;
3. Increase student performance scores.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- |   |
|---|
| <ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul> |
| <ul style="list-style-type: none"> <li>To continue to improve class instruction throughout our school by using CCLS aligned curriculum and a system in which teacher teams work together to plan, teach, observe and analyze lessons for the purpose of extending teacher knowledge to support student achievement.</li> <li>Data from the 2013-2014 Progress Report, the school received an “D” which indicates teaching performance must be more rigorous;</li> <li>Data from the most recent Quality Review;</li> </ul>  |

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, all teachers will engage in collaborative planning to create curriculum that ensures alignment to the CCLS as evidenced by the creation of curriculum maps and lesson plans. Specifically, By June 2015, the math team will have implemented the curriculum units from each grade, and will result in increased student math proficiency and progress on the new common core aligned State standardized tests.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b>Research-based instructional programs, professional</b></p>			

<p><b>development, and/or systems and structures needed to impact change</b></p> <ul style="list-style-type: none"> <li>• In order to support the teachers in meeting the goal of broadening their work around the CCLS teachers will be given the necessary time required to “un-pack”, meet and plan. All teachers have common planning periods built into their schedules. These meetings include, grade meetings, content area meetings, special education meetings, and co-teaching planning meetings. During these teacher team meetings teachers will design and edit formative and summative assessment tools in order to change and update the content curriculum maps. Teacher teams will develop a shared understanding of the CCLS and the expectations of the Citywide Instructional Expectations by immersing in rigorous and on-going professional development.</li> <li>• School administration will join the teacher team meetings to coordinate the CCLS work across grades 6-8 and use the Atlas protocol and rubrics to look at student work.</li> <li>• Teachers will apply the collaborative learning model to align and refine instruction to the CCLS and the implementation of the Common Core Curriculum. Teachers effectively plan and implement the units in the curriculum and administer unit and performance assessments. Teachers will analyze assessment data to modify and differentiate instruction.</li> <li>• Improve teacher instruction and student performance in Math through the work of the Math Curriculum Team who will meet September 2014 through June 2015. This team of teachers will create a school-wide 6-8 vertically aligned 256 tool kit of strategies for teachers to use to plan differentiated instruction, key math vocabulary, and question prompts that support Math learning.</li> <li>• Build math teacher teams’ capacity to align units of study with the Common Core Learning Standards, the school’s “Common Priorities” and UDL principles, in response to student learning needs.</li> <li>• Establish a comprehensive math professional development plan incorporating the CCLS along</li> </ul>	<p>Grade 6-8 teachers</p>	<p>September 2014-June 2015</p>	<p>Grade level/Content teachers leads/facilitators Classroom teachers Administration</p>
<ul style="list-style-type: none"> <li>• Build math teacher teams’ capacity to align units of study with the Common Core Learning Standards, the school’s “Common Priorities” and UDL principles, in response to student learning needs.</li> <li>• Establish a comprehensive math professional development plan incorporating the CCLS along</li> </ul>	<p>All teachers in grades 6-8</p>	<p>Sept 2014-June 2015</p>	<p>Administration and teachers</p>

<p>with CMP3.</p> <ul style="list-style-type: none"> <li>The administration will conduct at least 4 observations using the Danielson Framework. Administrators will provide professional feedback that is actionable and will improve teacher practice.</li> </ul>			
<p><b>Strategies to address the needs of students with disabilities, English Language Learners, and other High-need student sub-groups</b></p> <ul style="list-style-type: none"> <li>The ELL students in the school receive service from all content area teachers as well as the licensed ESL teacher. The students receive both push in and pull out support. The ESL teacher also plans with the content area teachers and this allows for more focused instruction. The ESL teacher also provides strategies the content area teachers can use in the classroom.</li> <li>MS 256 provides support to our SWDS through ICT instruction and SETTS services. In the ICT classes the student benefit from two teachers in all content areas. As a result the students receive additional support and differentiated instruction required for them to be successful.</li> <li>To encompass the needs of identified sub-groups we will continue to improve class instruction to meet these sub-groups. This includes teachers participating in: <ul style="list-style-type: none"> <li>a. Grade and content are planning dates</li> <li>b. Peer observation/visitation dates</li> <li>c. Feedback summaries</li> <li>d. Using teacher team meetings and common planning periods, teachers will be engaged in PD designed to support the work of developing differentiated lessons for the identified sub-groups</li> </ul> </li> <li>There is ongoing collaboration with Special Education teachers to support teacher implementation of math curriculum and effective teaching and co teaching strategies.</li> </ul>	<p>SWDs and ELLS, ESL teacher, dual language teacher. Grade 6-8 special education and general education teachers</p>	<p>Sept 2014-June 2015</p>	<p>Grade 6-8 teachers, special Education, ESL and Dual Language teachers, Service providers and administration</p>
<p><b>Strategies to Increase Parent Involvement and Engagement</b></p>			

<ul style="list-style-type: none"> <li>At MS 256, we strive to ensure that the parents and the school are in constant communication. We want the parents to know the teachers here are constantly improving upon their practice and creating lessons that meet their children’s needs. Some strategies and activities that help us to ensure this is taking place are: <ul style="list-style-type: none"> <li>a. Curriculum Night</li> <li>b. Parent Teacher Conferences</li> <li>c. Parent/Teacher Involvement (Tuesday afternoons)</li> <li>d. Parent Workshops</li> </ul> </li> </ul>	MS 256 Parents	<ul style="list-style-type: none"> <li>a. Twice per year</li> <li>b. Four times per year</li> <li>c. Weekly</li> <li>d. Throughout the school year</li> </ul>	Teachers, parent coordinator, administration
<p><b>Activities that address the Capacity Framework</b></p> <ul style="list-style-type: none"> <li>As a school community we work collaboratively to improve in our pedagogical practice to support best teaching strategies and improve student achievement. In our school community we have the following practices in place: <ul style="list-style-type: none"> <li>a. TIF teacher coaches</li> <li>b. The observation cycle with pre and post observation conferences which focus on the Danielson Framework.</li> <li>c. Google doc (a shared site between teachers and administrators)</li> <li>d. 80 Minute weekly PD meetings (Mondays)</li> <li>e. Administrative preps</li> <li>f. Teacher of the Month (acknowledging best teacher practices)</li> </ul> </li> <li>In addition to the collaboration listed above, transparency and communication among all then constituents is extremely important. The following practices demonstrate this point: <ol style="list-style-type: none"> <li>Teacher led professional development</li> <li>Students received a mock Learning Environment Survey for their voices to be heard</li> <li>The SLT invites parents to participate in meetings to get the parent perspective on what’s going on in the school.</li> </ol> </li> </ul>	Teachers in grade 6-8	Sept 2014-June 2015	MS 256 staff and administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common Planning Meetings
- Resources: Common Core Learning Library, engage NY. Network Talent Coaches and Network provided PD
- After school Planning
- Monday Staff meetings

5. Network Support
6. Resources allocated for teacher planning (per-session, Consultant funds)
7. Professional Development
8. Grade 6-8 teachers content area teachers
9. TIF teachers

Purchasing Curriculum – The school will continue to supply the math department with the materials needed to support the various resources needed to build a suitable curriculum.

- Professional Development – The school will be bringing in consultants to help create scaffolds to catch certain students up to the level they need to be at to be successful at CMP 3
- Per Session – Teachers will be given per session hours to adjust the lessons and include scaffolds
- Technology – Technology such as document readers and SMART boards will be purchased to enhance classroom learning
- Network Support – The network math coach will be making biweekly visits to support the program
- ICT Teacher – ICT teachers will help in the planning and delivery of CMP 3

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>• By January 2015, the school will have finalized all content area curriculum maps, which include CCLS alignment, assessments and Learning targets</li> </ul>				

<b>Part 6b. Complete in February 2015.</b>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	<b>X</b>	Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				
Based on student data, the prior used curriculum for Math did not include the necessary scaffolds to aid the students in reaching grade level work.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

<ul style="list-style-type: none"> <li>Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ul>
<p>Established as an expectation for all NYC Public Schools and as part of the Chancellor’s Capacity Framework</p> <ul style="list-style-type: none"> <li>Data from the 2013-2014 Progress Report, the school received an “D” which indicates that teaching performance must be more rigorous;</li> <li>Data from teacher observations utilizing the Danielson Framework;</li> <li>Available teacher data reports</li> <li>Data from student work</li> <li>Feedback from teachers</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, The administration will implement and conduct frequent cycles of formal and informal classroom observations with include actionable feedback focusing on the teacher’s inclusion of higher level tasks and discussions into their lessons, based on the Teacher Effectiveness Framework (Danielson) rubric for Component 3b: Using questioning and discussion techniques. Through classroom observations, 75% of the teacher will improve 1 rating based on their first observation this school year, compared to their final observation.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b>Research-based Instructional programs, professional development, and/or systems and structures needed to impact change:</b></p> <ul style="list-style-type: none"> <li>School leaders will set up and follow a schedule for teacher observation and formative feedback aligned to the Danielson Framework</li> </ul>	Administration	Sept 2014 June 2015	Administration

<ul style="list-style-type: none"> <li>• Providing training to Staff on the Danielson Framework as well as on Advance</li> <li>• Principal will develop and implement coherent professional development plans for teachers based on observation reports and findings.</li> <li>• Through professional development, develop shared norms among the school leader and teachers for engaging in feedback conversations.</li> <li>• Professional Development Mondays- (80 Minutes) will be used for teachers to engage each other in professional conversation within their grade and or subject area where they will discuss and reflect on student learning.</li> </ul>	Teachers/Teacher teams	Sept 2014- June 2015	Teachers Grades 6-8/Teacher teams
<p><b>Strategies to increase parental involvement and engagement:</b></p> <ul style="list-style-type: none"> <li>• Parent workshops will be organized by the parent coordinator and co-facilitated by the principal and ELA and Math content area teachers. The workshops will focus on the CCLS, what that means for the students and how parents can work as partners with the school. Workshops will be help throughout the school year.</li> <li>• Parents will be made aware of the teacher evaluation system during monthly PTA and SLT meetings.</li> <li>• Parents are given progress reports about their children and are given the opportunity to come to the school to meet with their child’s teacher. Teacher and parents engage each other in communication via Jupiter grades, where parents are made aware of student’s scores on assessments, unit projects, etc...</li> </ul>	Parents grades 6-8	Sept 2014- June 2015	Parent Coordinator, Parents, Administration, ELA and Math teachers
<p><b>Strategies to address the needs of students with disabilities, English Language Learners, and other High need sub-groups</b></p> <ul style="list-style-type: none"> <li>• The Ell students receive pull out support.</li> <li>• The ESL teacher works with students based on their reading level and reading and writing assessment results.</li> <li>• The ESL teacher adheres to all grade appropriate curriculum.</li> <li>• ICT teachers in classes with the students</li> <li>• Resources purchased to support the ICT students</li> <li>• PPT meetings to address the IEP students</li> <li>• AIS program focusing on ELA and Math</li> <li>• After-School program that focuses on ELA and Math</li> </ul>	Ell Students and Students in ICT Classes	Grades 6-8 classes	ESL Teacher, ICT teachers, SBST
<p><b>Activities that address the Capacity Framework element of Trust</b></p> <ul style="list-style-type: none"> <li>• Monday and Thursday Teacher Team meetings</li> <li>• Tuesday Parental Outreach</li> <li>• Parent Workshops</li> <li>• Grade level and Content Area Team Meetings</li> <li>• Principal-Teacher Goal Setting Meetings</li> <li>• Benchmark Assessments</li> </ul>	The 6-8 Students, Teachers and parental community	Sept 2014- June 2015	The Principal, the 6-8 teaching staff, the Parent Coordinator and the parents

<ul style="list-style-type: none"> <li>Data Analysis to help inform instructional decisions</li> </ul>			
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Professional Development – teachers will attend PD’s that go over the changes in Advance, as well as to get “normed” in how they’ll be evaluated based on the Danielson Rubric
- Teacher Effectiveness Coach – The coach will be in our school, observing classes and meeting with the Principal and teachers to further their understanding of the evaluation system
- Per Session – Teachers will be given per session hours to go over and plan for the MOSL’s
- Inter-visitation – Teacher will visit other classrooms where successful practices based on the Danielson Rubric are being shown.
- Network Support – The Network will be providing coaching and professional development to help teachers and the Principal with the evaluation system
- Meetings with the Principal – Teachers will be meeting with the Principal to create goals and get feedback on observations

There will be Tax Levy, Contract for Excellence, and Citywide Expectations, and Title 1 funds to support this goal.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015 all of the teachers will had a minimum of two observations with feedback focused on Component 3b; Discussion and questionings.

**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	X	Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In review of Standardized Test data and the schools Progress Report, this goal of increasing teacher data use to help improve student performance in the classroom and on Standardized Tests is both necessary and appropriate. With an emphasis on domain 1 of Danielson’s Framework, teachers will be prepared not only to teach the CCLS aligned curriculum units to our students, but they will be prepared to use the data from assignments , projects and assessments to help our students meet the standards. Teachers will be supported in using the data to plan differentiated instruction that meets the needs of all students including our ELL’s, IEP”s and High achievers.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teachers will have increased the frequency of using data to drive instruction in order to differentiate instruction and improve instructional practices to meet the needs of all learners as evidenced by a 3-5% improvement on ELA and Math tests. This will be done by all of the content areas through including in their curriculum practices that will be vertically and horizontally aligned based on overlapping standards and skills

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</b></p> <ul style="list-style-type: none"> <li>• Students are given baseline assessments in the Fall and the Spring. This baseline data is used to determine students reading levels and math levels. The data is additionally used to determine targeted student groupings.</li> </ul>	Grade 6-8 teachers,	Fall 2014 Spring 2015	Grade 6-8 teachers and principal

<ul style="list-style-type: none"> <li>• Tier 2 (Small Group) instruction is conducted during the school day. Using student assessment data, these groups provide additional support to student in Math and ELA</li> <li>• Grade level and content area teachers meet and use the time to analyze student work, looking for trends and patterns, as well as using that data to plan units and adapt units to meet student needs.</li> </ul>	<p>At-risk students in grade 6-8</p> <p>Grades 6-8 teachers</p>	<p>Throughout the school year</p> <p>Throughout the school year</p>	<p>AIS teachers for grades 6-8, At-risk students in grades 6-8 and principal</p> <p>Grades 6-8 teachers, principal</p>
<p><b>Strategies to address the needs of students with disabilities, English Language Learners and other high-need student sub-groups</b></p> <ul style="list-style-type: none"> <li>• ELL students are supported by push in and pull out services provided by the ESL teacher. These students are identified for services based on the LAB data. The ESL students follow the grade appropriate CCLS aligned curriculum.</li> <li>• SWDs are serviced either in ICT classrooms or with SETTS services. In the SETTS program, the students are pulled out and instruction is personalized to meet their needs for grade level academic outcomes.</li> <li>• The ICT and ESL teachers are responsible for improving and modifying lessons with the general education teachers to improve instruction to the ELLs and SWDs.</li> <li>• ELLs and SWDs are included in after-school and AIS support programs</li> </ul>	<p>Grades 6-8 ELLs and SWDs</p>	<p>Throughout the school year</p>	<p>ESL and special education teachers</p>
<p><b>Strategies to Increase Parent Involvement and Engagement</b></p> <ul style="list-style-type: none"> <li>• Parent outreach Tuesdays</li> <li>• Parental Jupiter grade access</li> <li>• Parent workshops</li> <li>• Progress reports mailed home to parents</li> <li>• Parent/teacher nights</li> </ul>	<p>Grade 6-8 parents</p>	<p>Throughout the school year</p>	<p>Parents, parent coordinator, grades 6-8 teachers and principal</p>
<p><b>Activities that address the Capacity Framework</b></p> <ul style="list-style-type: none"> <li>• Monday Professional Team meetings</li> <li>• Tuesday parental outreach time</li> <li>• Parent workshops</li> <li>• Grade level and content area teacher team meetings</li> <li>• Tailored instruction based on student assessment data</li> <li>• One to one meetings with the principal</li> <li>• Data systems to drive instruction and academic outcomes</li> </ul>	<p>MS 256 school community</p>	<p>Throughout the school year</p>	<p>Parents, grades 6-8 teachers, parent coordinator and principal</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Grades 6-8 teachers
  - Scheduled planning/meeting time
  - Schedule adjustments when necessary
  - ELA, Math, Science and Social Studies curriculum and Common Core Learning Standards

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the students will show an increase of 2% from their baseline ELA and Math exams to their Mid-Year ELA and Math exams.

**Part 6b.** Complete in **February 2015**.

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	<b>X</b>	Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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<p>period to period, earning a score collectively and individually for their performance in that period</p> <ul style="list-style-type: none"> <li>• Detention- MS 256 institutes daily detention for those students who engage in various infractions or misbehavior in the classroom. Detention is aligned with the school-wide behavior plan</li> <li>• To support positive behavior, MS 256 has a Student of the Month Program where we recognize those students who provide community service, excellent academic determination and are well behaved.</li> <li>• Town hall meetings, which are held monthly in the auditorium by the principal. Meeting topics include grades, progress reports, report cards, school-wide expectations and upcoming school events.</li> </ul>	<p>and grade 6-8 teachers</p> <p>Grades 6-8 students</p> <p>Grades 6-8 students</p> <p>Grades 6-8 students</p>	<p>June 2015</p> <p>Sept 2014- June 2015</p> <p>Sept 2014- June 2015</p> <p>Sept 2014- June 2015</p>	<p>6-8 teachers</p> <p>Principal, Dean and grades 6-8 teachers</p> <p>Grade 6-8 teachers, the Dean and the Guidance Counselor</p> <p>Grade 6-8 students, the principal</p>
<p><b>Strategies to address the needs of students with disabilities, English Language Learners and other high-need student sub-groups</b></p>			
<ul style="list-style-type: none"> <li>• JUMP Nation-a college experience over the course of three days in which the students go to Binghamton University. The students selected are dealing with educational challenges as well as being over-age and some with mandated guidance services.</li> <li>• School Intervention team- This team meets monthly as a student support mechanism where they address the needs of Students with Disabilities and the ELL population. Here IEP recommendations and updates are discussed with teacher and guidance support.</li> </ul>	<p>Students in Grade 8</p> <p>Specific IEP and ELL students in grades 6-8</p>	<p>April 16-19 2015</p> <p>Sept 2014- June 2015</p>	<p>Principal, selected grade 8 students, guidance counselor, parents of the selected grade 8 students</p> <p>Principal, Guidance, Service providers and SBST</p>
<p><b>Strategies to Increase parental Involvement and Engagement</b></p>			
<ul style="list-style-type: none"> <li>• Middle School 256 Website: <a href="http://www.ms256.org">www.ms256.org</a> is the site where all relevant school information is listed</li> <li>• The entire MS 256 School Community has been informed on the NYCDOE Discipline Code as we use it to ensure a clear understanding of the implications of behavioral infractions</li> </ul>	<p>MS 256 school community</p> <p>MS 256 school community</p>	<p>Began Oct 2014</p> <p>Sept 2014</p>	<p>Parent Coordinator w/Principal</p> <p>Principal and Dean and parent coordinator</p>
<p><b>Activities that address the Capacity Framework</b></p>			
<ul style="list-style-type: none"> <li>• One to one meetings between the teachers and the principal will be used as a resource and reflection tool on teaching practices, data, goal attainment, student concerns and school-wide expectations</li> </ul>	<p>Grade 6-8 teachers</p>	<p>Three-four times per school-year</p>	<p>The principal and all grade 6-8 teachers</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Creation of a Dean Position- Through a teacher posting, the position of Dean will be available for teachers to apply for. Dean will be responsible for tracking OORs reports for incidents and suspensions
- Parent Coordinator – The Parent Coordinator will have a list of actions to be carried out in the case of certain incidents, or for the prevention of incidents
- School Messenger – School Messenger will be used to provide communication to parents regarding school procedures and protocols
- Jupiter Grades – A useful tool that allows for open communication via an online gradebook
- Student/Teacher Handbook – A new student/teacher handbook will outline the disciplinary code, as well as the ladder of referral in case disciplinary actions are needed to be taken.
- Incentives: Movie tickets, funding for Pizza and other small tangible incentives
- Principal
- Guidance Counselor
- SAPIS Counselor
- Parent Coordinator
- PTA and School Leadership Team
- Teachers
- Student Handbook
- School Website-WEB access
- NYCDOE survey results
- Jump Nation Program

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By Mid-year the principal will conduct a student and teacher survey about school culture to see how the school has improved over the first 5 months

**Part 6b.** Complete in **February 2015.**

- |  |          |     |  |    |
|--|----------|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | <b>X</b> | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |          |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Middle School parents have consistently report that they are unaware of important school information, such as report card dates, progress report dates and other school information (like holidays). The 2013-2014 School survey reports the following: 33% of the parent population “strongly agreed that they communicated with the school about their child’s academic progress.” and 31% strongly agree that the school keeps them informed “about what their child is learning.” Thus the school can benefit from implementing structures that will foster positive, and on-going communication between the parents and the school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the parents/guardians of our students will be better aware of the direction, progress, and next steps of their children’s education as measured in the Instructional Core section of the Learning Environment Survey with a satisfaction rating rising from 60% to the city middle school average of 89%

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p><b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</b></p> <p><b>Functioning Parent organization:</b></p> <ul style="list-style-type: none"> <li>• The parent coordinator and principal (when appropriate) will assist parents with issues and concerns related to their child and the school</li> <li>• Create and maintain a welcoming, and open-door environment for the parents</li> </ul>	Grades 6-8	Sept 2014- June 2015	Parent Coordinator and Principal

<ul style="list-style-type: none"> <li>• Create positive home-school connections</li> <li>• Ensure the school has an active and functioning PTA</li> <li>• Continue to implement ideas that support effective parent outreach strategies</li> <li>• Provide workshops that teach parents how to work with their child at home and workshops on the CCLS</li> </ul>			
<p><b>Strategies to address the needs of students with disabilities, English language Learners, and other high-need student sub-groups</b></p> <ul style="list-style-type: none"> <li>• The Parent Coordinator, ESL teacher, dual language teacher and administration will provide “welcome” orientation meetings for the parents and students who are ELLs and SWDs. All school correspondence will be sent out in the English, Spanish and French.</li> </ul>	Grade 6-8 parents	Sept 2014- June 2015	Parent Coordinator, ESL teacher Dual Language Teacher and principals
<p><b>Strategies to Increase parent involvement and engagement</b></p> <ul style="list-style-type: none"> <li>• Parent Workshops of relevant topics, which are organized by the parent coordinator and facilitated by outside agencies, teachers or DOE offices. Workshop foci include: CCLS, grade 6-8 curriculum, bullying</li> <li>• Parent Login information for Jupiter Grades</li> </ul>	Grade 6-8 parents	Sept 2014- June 2015	Parent Coordinator, teachers, DOE personnel, teachers, parents and outside agencies
<p><b>Activities that address the Capacity Framework Element of Trust</b></p> <ul style="list-style-type: none"> <li>• Parent workshops on the CCLS and middle school curriculum and Jupiter Grades</li> <li>• Progress Reports</li> <li>• Translated documents and translation services</li> <li>• School website</li> <li>• Parent Outreach Phone call log</li> <li>• At-risk letters</li> <li>• Open School Night</li> <li>• Curriculum Night</li> </ul>	Parents	Throughout the school year	Parent Coordinator, principal, teachers, parents

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Parent Coordinator
- Grade 6-8 teachers
- Common Core Planning guides and Expectations for Grades 6-8
- Paper for school to home communications
- Translation services
- Contract with School Messenger
- Contract with Jupiter Grades
- Jupiter Grades parent login information

- Postage machine, envelopes
- Computers for parents to use during workshops
- Classroom teachers

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By the mid-point benchmark, January 2015, at least 70% of the parents will have logged on to Jupiter Grades to see how their students are doing in their classes.
- By the mid-point benchmark, January 2015-February 15, the school will have given out a survey, similar to that of the Learning Environment Survey Instructional Core section to toll the progress that the school has made. It is expected that there will be an increase in parent response rate and parent satisfaction rate.
- By January 2015 benchmark, the parent coordinator will calculate the number of workshops given and the parent participation rate, by grade and class.

**Part 6b.** Complete in **February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |  |    |

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Prior State Scores  DRP Data  STARS Test  1 <sup>st</sup> Semester Report Card	Tier 1- General Classroom instruction; Close reading, Word Generation Tier 2- Guided Reading/Small Group Instruction, LightSail Tier 3- AIS Instruction,	Small group, one to one, tutoring	Before school day, zero intervention period, lunch time, after-school
<b>Mathematics</b>	Prior State Scores  STARS Test  1 <sup>st</sup> Semester Report Card	Tier 1- Whole Group Instruction Tier 2- Small Group instruction Tier 3- AIS, Before school instruction, lunch time instruction	Small group, one to one, tutoring	Before school day, zero intervention period, lunch time, after-school
<b>Science</b>	1st Semester Report Card	Small group tutoring based on current unit of study	Small group, one to one, tutoring	Before school day, zero intervention period, lunch time, after-school
<b>Social Studies</b>	1st Semester Report Card	Small group tutoring based on current unit of study	Small group, one to one, tutoring	Before school day, zero intervention period, lunch time, after-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Recommendations from Staff, including support staff	At-risk counseling, RTI, functional behavioral counseling, academic counseling, 504, triage as needed, referrals and wellness consultants	Small group, one to one, tutoring	Lunch time, regular school-day

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

Several strategies have been developed to address recruitment, retention, assignments, and support to ensure highly qualified teachers at MS256. All teachers at MS 256 teach at least 65 percent of his/her schedule within his/her certified content areas. Administration is actively reviewing schedules and student enrollment information in to order to plan, prepare for, and seek out highly qualified and experienced teachers for the next school year.

The school promotes teacher autonomy and the development of teacher leaders by utilizing a staff Profession development Team (PD Team) and Teacher Incentive Fund (TIF) Team to identify areas of whole staff and individual teacher needs in order to plan and implement targeted professional development in specific areas of need. The PD team works with administration to plan and effectively utilize weekly after school PD sessions to improve teacher capacity in areas such as curriculum mapping, lesson planning, assessments, and meeting the needs of all learners. The TIF team, consisting of peer instructional coaches and demonstration teachers, act as liaisons and facilitators of best practices, plan inter-visitations, collaboratively debrief and reflect on lessons and instruction with staff members, and create ways to share best practices and resources with the whole school community.

Lastly, teachers have also have received support in specific areas of growth and development as determined collaboratively by the administration and/or the teacher. For example, new teachers to the DOE with less than two years' experience receive mentoring support from in house mentors and network provided content area coaches on a weekly and bi-monthly basis. More experienced teachers are encouraged to seek out professional development that will address areas of growth and/or further improve his/her practice. These include work with Teacher's College, the Museum of Natural History, Urban Advantage, Wilson Reading Program, the French Embassy, FHI360 and the Cluster 511.

**2b. High Quality and Ongoing Professional Development**

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

There have been numerous strategies and activities created to build teacher capacity for teaching and implementing the Common Core State Standards in MS256 classrooms. First and foremost, teachers have received ongoing professional development that is focused on curriculum mapping and unit planning that is aligned to the Common Core Learning Standards. Taking place during the allotted afterschool professional development periods with the aid of the PD Team and administration, teachers have received tools and training in order begin to create a curriculum (from year-long maps, pacing calendars, unit plans, assessments, learning tasks/portfolio pieces, and lesson plans ) that are holistically

aligned to the Common Core Curriculum. Teachers then brings his/her work into weekly content area team meetings in order to receive peer feedback and continually make reflect make improvements and as student outcomes are assessed throughout the year. This area of professional development is ongoing and teacher work products are living and breathing documents that are continually reviewed for improvement, continuity, and alignment to the Common Core in order to build a solid foundation for future teachers at MS 256.

In addition to school wide focus around curriculum planning and the implementing the Common Core Learning Standards, several of the MS256 teaching staff have worked onsite with network coaches and/or attended content specific professional development on planning and preparation and alignment to Common Core State Standards. Many have turn-keyed the information in whole staff meetings or content area team meetings. Staff members, both new and experienced , have attended professional development in areas such as Universal Design for Learning (meeting the needs of all learners in a Common Core Classroom), Natural History Museum’s Science and the Common Core, Algebra and Gateway to STEM Learning, and Aligning and Writing Quality IEP’s to Common Core.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. TA Coordination with the Regular Program**

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

N/A

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers have received professional development and continued support in the development appropriate multiple assessment measures. These areas are addressed in a variety of ways at MS256. The professional development team works to plan and implement afterschool PD sessions that address measures of student learning, the planning and creation of assessment, using student data to drive instruction, and reflecting upon student work. Content area teams meet weekly and will begin implementing the ATLAS protocol analyzing and providing feedback on student work in

order to improve future student outcomes and improve future assessments and instruction. Teachers are required to maintain current portfolios that include a variety of measures of student performance that are aligned to the Common Core Learning Standards. Lastly, teachers in need of more individual support in the area of assessment and data driven instruction have access to network coaches, mentors, or peer instructional coaches on an as need and ongoing basis.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$101,095	X	12, 15,18,23,25
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,102,543	X	12,15,18,23,25

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

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 the school. **03M256**, 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 the school and the families. The 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 the school community. **03M256** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

**03M256**, 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 with 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.

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

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

**Part I: School ELL Profile**

**A. School Information [i](#)**

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

Principal <b>Candida Frith</b>	Assistant Principal <b>Stephen Rau</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Stephen Cook</b>	Guidance Counselor <b>Ken Greenfield</b>
Teacher/Subject Area <b>Jessica Fazekas</b>	Parent <b>Michelle Legros</b>
Teacher/Subject Area <b>Ms. De la Ossa</b>	Parent Coordinator <b>Starlynn Fikaris</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Michelle Robles</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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (Excluding Pre-K)	160	Total number of ELLs	23	ELLs as share of total student population (%)	%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)													0	0
<b>Dual Language</b> (50%:50%)	0						1						0	1
<b>Freestanding ESL</b>														
Push-in								2	2				0	4
Pull-out							2	2	1					5
<b>Total</b>	0	0	0	0	0	0	3	4	3	0	0	0	0	10

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	4
SIFE	4	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	2									2
ESL	11	4	1	3	0	2	7	0	1	21

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>1</b>	<b>23</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
French											0	0	2	5					0	0
SELECT ONE															0				0	0
SELECT ONE																0			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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>5</u>	Number of third language speakers: <u>2</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>2</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>1</u>	Other: <u>2</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	5	6					15
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								3						3
Haitian								1						1
French							2		1					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	3	3					8
Intermediate(I)							1	1	1					3
Advanced (A)							4	5	3					12
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The early literacy skills of ELL students at MS 256 are assessed in the same way that non-ELL students are assessed. This year, as a part of the Middle School Quality Initiative (MSQI), we are using the Degrees of Reading Power (DRP) assessment. The results allow us to zero in on the literacy levels of our ELL population. The initial data from the first diagnostic assessment reveals:

- 64% of ELLs school-wide are Severely At Risk
- 27% are Below Grade-Level
- 9% of ELLs are Grade-Level Proficient

In addition to mandated ESL services, ELLs receive additional literacy support in daily, strategic reading periods. The DRP assessment data impacts common-core aligned instruction school-wide, providing the ESL push-in/pull-out teacher as well as the grade-level content teachers the ability to engage the ELLs with content material that is on their reading level. 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? This past spring, all ESL students took the NYSESLAT. All ESL students except three newcomers took the 2013 state ELA exam. 40% of Advanced ESL students met promotional criteria on the ELA examination (scoring at least a “2” on exam). Out of a total of 10 Advanced ELLs who took the state ELA examination, 4 students met promotional criteria based on the cut scores. None of the Beginner or Intermediate ESL students received met promotional criteria on the 2013 state ELA exam. Factoring in Beginning ESL students, 27% of non-exempt ELL students scored Level 2 or higher on the New York State English Language Arts Exam administered in May 2013.

In Math, only 3 students school-wide met promotional criteria on the 2013 state exam (18%). While this number may appear to be low, 6 of these students are designated as Beginners; 1 additional student not meeting promotional criteria is an Intermediate ELL. The data reveals a dramatic drop in the percentage of students that met promotional criteria in the state-administered ELA and Math exams compared to previous academic years.

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

The NYSESLAT modalities data heavily influence instructional decisions at MS 256. We have targeted Reading and Writing as critical areas to focus on to ensure that our ELLs are prepared to tackle the Common Core standards. With this said, all ELL students receive additional scaffolding through the Step-Up-to-Writing curriculum, a multi-sensory approach to teaching students how to write. The Step-Up-to-Writing program is fully implemented by the ESL teacher in both push-in and pull-out ESL classes as a way of providing the ELLs with additional supports. This is also the pilot year of our school’s implementation of Expeditionary Learning, a Common-Core aligned Literacy program. Through push-in ESL services, the ESL teacher works closely with classroom teachers to scaffold the lessons to provide multiple entry points for ELLs to understand the content. Students with weaknesses in Listening and Speaking have access to listening centers.

4. For each program, answer the following:
- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

MS 256 is using the ELL Period Assessments to target individual student performance across all language modalities (Listening/Speaking/Reading/Writing). This allows us to group students accordingly for small-group and pull-out instruction. All of the current ELL students at MS 256 either stayed at the same proficiency level or moved up a level on the 2013 NYSESLAT examination. One trend is that ELLs appear to progress more quickly through the Beginner and Intermediate levels, appearing to plateau at the Advanced proficiency level. This is the result of Reading and Writing modality scores that prevent them from successfully passing the NYSESLAT. As such, the school has targeted these areas as key focus areas of instruction for ELLs.

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

MS 256 is implementing RTI procedures to identify at-risk students, including ELLs. We follow a specific series of steps to identify these students and subsequently implement a targeted intervention strategy.

6. How do you make sure that a child’s second language development is considered in instructional decisions? As a middle school with a diverse representation of native languages, we are committed to supporting our students' native languages both in and out of the classroom. We provide substantial supports and scaffolds to help them bridge the gaps in language acquisition. The ESL teacher, in conjunction with the French Dual Language teacher, is working on creating content-area glossaries that support English-language instruction. In-class exams and homework assignments are translated whenever possible for beginning level students. Specifically, a beginning-level 6th-grade Special Education students receives language support from a bilingual paraprofessional. The ESL teacher, fluent in Spanish and French, routinely provides students with exposure to English cognates during pull-out and push-in ESL instruction. We 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, ultimately, is for all our ELL students to Score a Level 3 on state-administered assessments and to become Proficient on the NYSESLAT exam.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

The French Dual Language Program at MS 256 uses teacher-made assessments and running records to assess English proficient students in the second or target Language. The level of language proficiency in the target language for EPs varies from beginner to proficient with these students. English proficient students are performing the same or above their peers on state and city exams.

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

Success for ELLs is determined in the same way success for all learners is determined. While the ultimate goal for our ELLs is to achieve a 3 or higher on state-administered exams and to achieve proficiency on the NYSESLAT exam, we measure success in smaller steps. Students who show measured growth and improvement academically over the course of the school year are considered successful. This is measured through DRP reading assessments administered 3 times per year in addition to STAR and Acuity assessments, progress reports and report card grades.

## Part IV: ELL Identification Process

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

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

The ESL Coordinator is responsible for the new intake procedures of all prospective ELLs at MS 256. The ESL Coordinator, who is also 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 Social Studies teacher, Enid Soto, and Stephen Cook, the ESL teacher. The Parent-Teacher Coordinator, Starlynn Fikaris, is also fluent in Spanish. There are two staff pedagogues who are fluent in French, including Ms De la Ossa, the French Dual Language teacher, and Mr. Cook. The ESL Coordinator administers the formal initial assessment. The ESL Coordinator holds an initial 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.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The ESL Coordinator (an ESL teacher who holds a K-12 TESOL initial license) ensures all program materials are available in the parent's native language on the three program options available to his or her student. This takes place during the initial meeting with the parent and the student. The parents are shown the intake video during this period as well. If a parent chooses a currently unavailable Transitional Bilingual or a non-French Dual Language Program, the Principal and the ESL Coordinator contact the parent if the program option becomes available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The 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 in a binder in the school. At the beginning of each school year, Continued Entitlement and Non-Entitlement/Transition letters are distributed to parents and copies are kept on file at the school. These decisions are based on the individual performance of each ELL student on the previous year's NYSESLAT score. These letters are distributed in the student's home language and in English.

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.

The Principal of MS 256 monitors the trends in program choices as reflected in responses to the Parent Survey and Program Selection Forms. During the initial interview, parents are provided with the three different program options they have for their child. They 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. With the implementation of a new French Dual Language program at the school, we anticipate an increase in the number of parents enrolling their students in the Dual Language program.

To ensure that parents of ELL students at MS 256 understand our program, the following procedures take place when an ELL student enrolls for the first time:

- Parents are shown in their native language the DOE video "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 students and the ELL program fit within our overall learning community

Whenever possible, parents will receive documents in their native language. We will contact the DOE Office of Translations via email to translate for us.

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

The ESL Coordinator, Mr. Stephen Cook, uses reporting data from the RLAT report on ATS to determine which students are eligible to take the NYSESLAT. The ESL Coordinator works with school's Testing Coordinator, Ms. Esther Grimaldi, 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 collaboratively to check, package, and return all NYSESLAT items for scoring or destruction.

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

After viewing the Parent Survey and Program Selection Forms for the past several years, we found that our parents request the push-in model of ESL instruction whenever possible so their children can receive maximum content specific academic support while remaining with their classmates/social peers.

The ESL program at MS 256 is aligned with our parents' requests in regards to how ESL instruction is implemented and delivered. The ELL students are taught using both push-in and pull-out ESL models that provide students with individualized attention and language instruction both in and out of the regular classroom. Over the past several years, the trend has been for parents to request an increasingly inclusive ESL setting. We have made great efforts in revamping our current program to meet the demands of parents. There is a significant push for increased collaboration among classroom teachers and the ESL teacher. Push-in ESL instruction is occurring in mostly ELA and Social Studies classes to provide the ELL students additional scaffolds to understand the content. We continue to build alignment between parent choice and program offerings by keeping channels of communication open between the parents and the school (i.e., scheduling the topic for review at each of the LAP Team Meetings, and by using our fund appropriately).

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

ELL students at MS 256 are taught using two models of instruction: 1) push-in ESL instruction in content area classes (ELA, Social Studies, Math) and 2) small-group, homogenous pull-out ESL instruction. All ELL students receive ten 45 minute periods of Literacy per week, as well as an additional Reading period that focuses on strategic literacy strategies based on their reading levels. Beginning and Intermediate students receive 8 periods of both push-in and pull-out ESL instruction. Advanced students receive at least 4 periods of primarily push-in ESL instruction to ensure that their language needs are being adequately met in the content classroom.

The goal of the ESL teacher during push-in ESL instruction is to scaffold the content and infuse the lesson with multiple points of entry for the ELL students in the class. This requires the ESL teacher to work collaboratively with the classroom teacher to tailor lessons for the ELLs. We have already seen a tremendous benefit to having the ESL teacher push-in to the content classroom and work collaboratively with classroom teachers: non-ELL students are receiving substantial benefit from the ESL strategies being implemented in the classroom. Conversely, the goal of the ESL teacher during small-group pull-out ESL instruction is to use appropriate ESL strategies to address the four language modalities. These classes consist of Beginner and Intermediate ELLs. The following instructional materials are used in ESL pull-out periods:

- An ESL library geared towards Middle School interest containing a variety of reading genres and reading levels
- Dictionaries appropriate to ESL instruction (Longman's)
- iPads uploaded with grade-appropriate and level-appropriate apps that supplement lesson objectives
- Document camera allows for constant modeling of writing
- Step-Up-to-Writing curriculum materials
- Audio recordings of young adult literature
- Listening Stations with teacher-recorded books and anchor activities

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL Coordinator is responsible for creating an effective ESL schedule that ensures that all ELL students at the school are receiving the mandated ESL minutes of instruction. MS 256 assures that all ELL students are receiving the mandated number of instructional minutes according to proficiency levels in each program model. All Beginner and Intermediate Students in the freestanding ESL program and Dual Language Program receive at least 8 periods (360 minutes) of a combination of both push-in and pull-out ESL instruction. Advanced students receive at least 4 period (180 minutes) of push-in ESL instruction. Due to scheduling, Advanced ELL students actually receive 5 periods of push-in ESL instruction every day of the week. Dual Language Program students receive 90 minutes of Native Language Arts (French) instruction every day of the week.

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

The ESL Coordinator has designed a schedule that maximizes the amount of content in which ELL students are exposed. The ESL teacher works with the literacy staff in the planning and implementation of best practices for working with ELL students 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 that incorporate the Writing Process
- Modified assessments of Expeditionary Learning performance tasks for ELL students that appropriate to their level
- Modified Expeditionary Learning lessons that incorporate Reader's and Writer's Workshop mini-lessons to support content comprehension
- 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
- Use of iPads for ELL students during push-in and pull-out ESL services
- For some students, recorded books to listen to while reading printed text

The French Dual Language program teaches Social Studies and French Literature in French. The French Dual Language Teacher implements the same instructional approaches, strategies, and methods that are essential for ELLs to learn in the English-language classroom. MS 256 is committed to the belief that ELL strategies are useful to all learners in the content classroom, regardless of proficiency level.

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 a focus on writing about fiction and non-fiction texts. The ESL teacher is working collaboratively with ELA teachers to scaffold the Common Core-aligned Expeditionary Learning program MS 256 is using to teach ELA. The ESL teacher's task is to scaffold the instruction to enable ELL students to maintain social and academic equilibrium with their classmates in ELA.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
In the English-language content classroom, writing by students in their native language is acceptable. They are encouraged to use their native language skills to assist them in learning English. The ESL teacher routinely incorporates language cognates in lesson in push-in and pull-out ESL services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher analyzes the periodic ELL assessments. After conducting an analysis of the results, the ESL teacher shares the results in a formalized professional development workshop. Together, the ESL teacher and classroom teacher develop a plan to target weak modality areas. The ESL teacher uses this information to further incorporate language tasks in push-in and pull-out lessons that aim to strengthen these targeted modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. MS 256 has a SIFE population of 3 students this year. 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 designated as SIFEs are provided with at least one period (45 minutes) 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.

b. 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.

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

d. Long-term ELLs (LTELLs) and Advanced students at MS 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 are 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.

e. Former ELLs receive the additional benefit of scaffolding provided by the ESL teacher in ELA, Social Studies, and Math content classrooms. They receive the same hand-outs, graphic organizers, and supports that are provided ELLs in the classroom that will help them complete academic tasks. The ESL teacher has identified all of the former ELLs in each classroom and monitors their progress in collaboration with the classroom teacher. Additionally, former ELL students that require further testing modifications receive these services. This information is relayed to classroom teachers for classroom assessment modifications.

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

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. ESL students have access to all the same intervention strategies as other students, including Counseling, AIS, After-School classes, and tutoring. When possible, these services are offered in the students' native language and correspond with both the students' ages and grade levels.

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

As a school with a Special Education population, we make efforts to ensure we are meeting the diverse needs of ELL-SWD students. We have implemented the ICT model this year in our classrooms, providing ELL-SWD students with the least restrictive environment. More specifically, this provides ELL-SWD students with the necessary language supports while simultaneously increasing academic rigor. The ESL teacher works with the Special Education and General Education teacher to scaffold curricular content using the SIOP approach to make content comprehensible to ELLs.

### 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:	French			
Social Studies:	French			
Math:				
Science:				

### 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


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

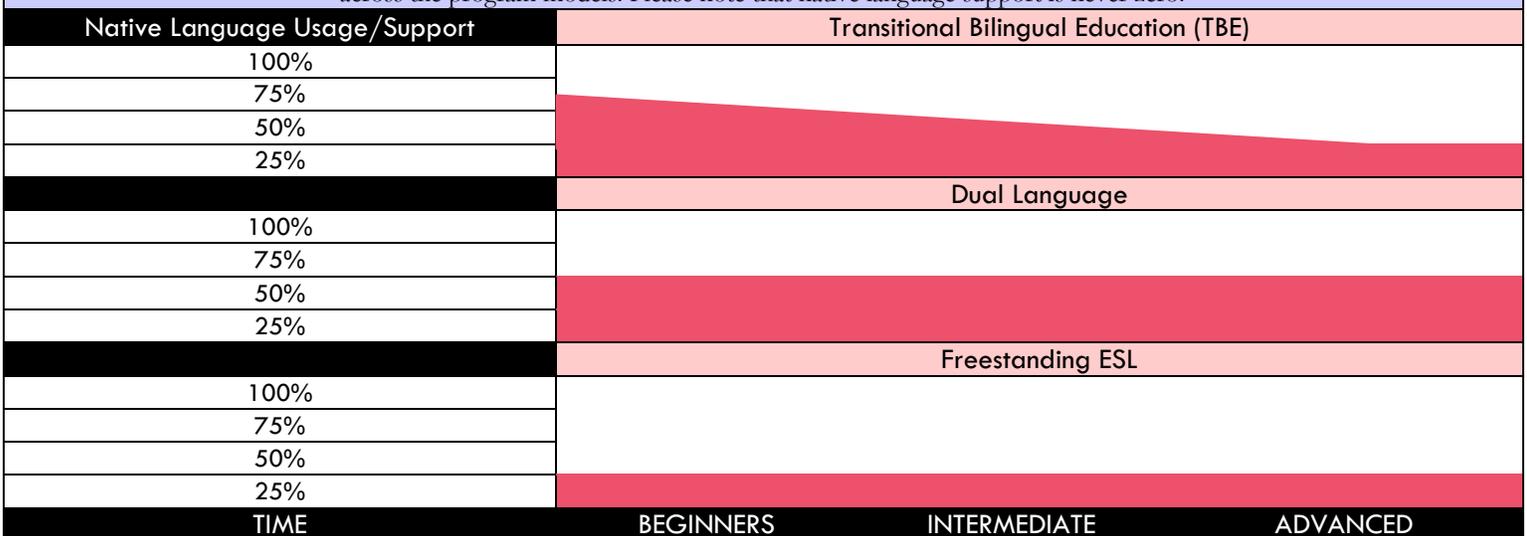
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As a middle school with a relatively small ESL population, we strongly believe in providing our ELL students with an academically rigorous program. We have constructed a program that gives our ELL students the tools to succeed in the content classroom. The ESL teacher scaffolds content in ELA, Social Studies, and Math during push-in ESL services. Pull-out services focus primarily on developing language development of Beginner/Intermediate students as well as providing intervention services.
- We have already seen a benefit of having the ESL teacher push-in to the content classroom and working collaboratively with classroom teachers. Non-ELL students are receiving language support from the ESL strategies being implemented in the classroom. By working with teachers to provide multiple entry points during daily instruction, ELLs are being prepared to tackle the rigor of the Common Core learning standards. Pull-out, small-group ESL services continue to be effective in that it fosters language acquisition for lower-level ELLs in order to navigate the content classroom with a larger degree of success.
11. What new programs or improvements will be considered for the upcoming school year?
- The French Dual Language Program at MS 256 began this year with an enrollment of 7 students. While there are no new ELL-specific programs in the Freestanding ESL program at MS 256, we are committed to creating a push-in/pull-out ESL approach that is tailored to the language needs of all ELL students.
12. What programs/services for ELLs will be discontinued and why?
- There are no plans at the current time to discontinue any ELL-specific programs or activities. We aim to build upon and strengthen the key supports already in place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students participate fully in all aspects of school life at MS 256. All of the ELLs are encouraged to participate in after-school activities. MS 256, in collaboration with CHAMPS, has a year-round sports schedule, including Volleyball, Flag Football, and Track, in which ELL students are regular participants. The French Club is sponsored by the French Dual Language teacher and is open all students in the building. Information on extracurricular programs is made available in the students' native language as well as in English. The Parent-Teacher Coordinator speaks to parents of ELLs to make extracurricular activities known to parents. In addition, the school hosts an multicultural fair in February which celebrates the cultural and linguistic diversity of our academic community. The Principal ensures that awards are given to ELLs during school award assemblies, celebrating progress in English-language learning and other academic successes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs use Horizons and the Oxford Picture Dictionary. 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. The French Dual Language Program also has a library of English-French and French-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.
- Step-Up-to-Writing is a multi-sensory writing program that the ESL teacher uses in modified Reader's and Writer's workshop mini-lessons. Additionally, all ESL students and French Dual Language students have access to iPads during instruction. These are pre-loaded with appropriate applications that support language learning in the classroom. French Dual Language students have access to iPads during Native Language instruction, and ESL students utilize iPads during small-group ESL instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
The Freestanding ESL program and French Dual Language Program provides all students with glossaries to use in class. Cognates are used routinely by the ESL teacher and French Dual Language teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
MS 256 makes efforts to ensure all new ELL students are successfully integrated into our academic community. 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.
18. What language electives are offered to ELLs?  
All students, including ELLs, are offered French as a language elective. As a school with a nascent French Dual Language program, we envision offering both French and Spanish in the future to reflect the linguistic diversity of the students enrolled in our school.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

The French Dual Language Program at MS 256 began in the 2013-2014 school year with a a single 6th grade class. The program is implementing a 70%/30% approach to dual language instruction, with 70% of instruction in English and 30% of instruction in French. All of the English Proficient students and ELLs are integrated throughout the classes, receiving French language instruction in Social Studies and Native Language Arts. With respect to emergent literacy, literacy skills are taught simultaneously in English Language.

The French Dual Language program is small (7 students in 6th grade), but we are anticipating an enrollment of approximately 20-25 students from PS 84, a nearby elementary school with an established French Dual Language Program. Ms. De la Ossa, the French Dual Language teacher, has worked to establish a relationship with the school. Recently, 5th grade students from the school visited MS 256 to tour the building and meet with teachers. There is a strong interest from the parents of the French Dual Language students at PS 84 to enroll their children at MS 256, and we are making efforts to solidify the relationship between the two schools.

## C. Professional Development and Support for School Staff

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

All staff at MS 256 are expected to engage in ongoing professional development throughout the course of the school year. The school provides professional planning time on Friday afternoons for teachers to present workshops on areas related to their teaching. Every month, the ESL Coordinator conducts a special presentation on ELL-related topics. Since Writing has been targeted as a focus area, workshops are primarily geared to improving writing of ELL students. Some workshop topics tentatively planned for the 2013-2014 academic year include:

- Scaffolding Writing for English Language Learners
- Strategies and Activities to Promote Language Acquisition in the Classroom
- Word Study Mini-lessons: Teaching Language in Context
- Vocabulary Games in the Content Classroom
- ELL Periodic Assessment Findings

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, of course, 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 blasts to the entire school. Some professional development workshops planned for this year include:

- Brain Research: Keeping ELLs in Mind
- NYC Collaborates: English Language Learner Study Tour
- Reading and Writing Nonfiction: Success for English Language Learners

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 and Social Studies 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.

## D. Parental Involvement

## D. Parental Involvement

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

Parents play an active role at MS 256. All parents, including the parents of ELL students 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. These are in addition to the workshops offered by our Parent Coordinator. These workshops focus on parenting skills, social emotional learning and meeting specific parent needs. The ESL Coordinator plans an orientation for ELL Parents at the beginning of the school year. This is separate from the required orientation for parents of newly identified ELLs that occurs at registration. The ESL Coordinator is also planning a workshop for ELL parents in January that provides parents with strategies for ELLs to meet the Common Core learning standards. 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. The ESL Coordinator, trilingual in English/Spanish/French further ensures that parents receive notification of all efforts. If additional translation services are needed, another member of the staff or the DOE's translation services are used.

## E. Additional Information

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

Paste response to question 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)
Candida Frith	Principal		11/14/13
Stephen Rau	Assistant Principal		11/14/13
Starlynn Fikaris	Parent Coordinator		11/14/13
Stephen S. Cook	ESL Teacher		11/14/13
Michelle Legros	Parent		11/15/13
Jessica Fazekas	Teacher/Subject Area		11/14/13
Christel De la Ossa	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Ken Greenfield	Guidance Counselor		11/14/13
Michelle Robles	Network Leader		11/15/13
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 03M256 School Name: MS256

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 in Spanish, French, and Arabic. Parents need to remain informed about their children's academic performance in school, events happening at the school such as parent teacher conferences and parents' Association meetings. Documents and phone messages going home to parents are translated by the staff in Spanish and in French. 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, 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. There is also a need for some state and city standardized tests to be translated in the ELL student's home language. 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.