

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

03M256

School Name:

M.S. 256 ACADEMIC & ATHLETIC EXCELLENCE

Principal:

BRIAN ZAGER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: School of Academic and Athletic Excellence School Number (DBN): 03M256
Grades Served: 6-8
School Address: 154 West 93rd 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
Principal: Brian Zager
UFT Chapter Leader: Shawn West
Parents' Association President: Amelia Cerda
SLT Chairperson: Angel Manigault
Title I Parent Representative (or Parent Advisory Council Chairperson): Amelia Cerda
Student Representative(s): _____

District Information

District: 3 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 West 93rd Street, New York, NY 10025
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: (212) 222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue 8th Floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Amelia Cerda	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	
Hope Pruitt	Teacher	
Enid Soto	Teacher	
Angel Manigualt	Parent/SLT Chairperson	
Jessica Bruno	Parent	
Nguzo Ogbodo	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Naomi Fraser	Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

Effective School Leadership: 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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Part 1.

Middle School 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 .

Part 2.

At 256 we have a large population of Special Education students and English Language Learner's. Their specific needs and what the school will be focusing on this year is adapting instruction through differentiation to allow these students an equal chance to succeed at getting a proper education. Through creating multiple entry points in all lessons and making sure to work closely with the English as a New Language teacher and Special Education department the teachers will be focusing on making sure that all the students at 03M256 will be able to keep up with the skill building and content despite the diversity of the their current knowledge.

Part 3.

Over the last year, through a variety of different practices 03M256 has made large strides in the "Trust" element of the Framework for Great Schools. Where in the past there was a deficit in "Trust" between the teachers and the administration, between the students and the administration, and between the students and teachers, there has been a cultural shift that is easily seen through daily practices and interactions.

The key area of the Framework for Great Schools that 03M25 will be focusing on this year will be "Rigorous Instruction"

03M256 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	144	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	1	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.0%	% Attendance Rate			86.8%
% Free Lunch	82.4%	% Reduced Lunch			6.9%
% Limited English Proficient	15.1%	% Students with Disabilities			32.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			48.4%
% Hispanic or Latino	47.8%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	1.9%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			15.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			10.2
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.0%	Mathematics Performance at levels 3 & 4			2.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			13.5%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

-Data from the 2014-2015 Quality Review, the school received 3 proficient ratings and 2 developing ratings. One of the Developing ratings came in component 1.2 dealing with pedagogy. Some of the findings and impacts from indicator 1.2.:

Findings - While teaching practices are becoming aligned by the Danielson framework for teaching, there was inconsistent evidence of supports and scaffolds. The level of student thinking and participation varies across the school.

Impacts - The level of rigor in lessons and academic tasks varies among classrooms inhibiting all students from being cognitively engaged and increasing the academic achievement for all learners.

-Data from the 2014-2015 Measure of Teacher Practice overall ratings shows that in component 3B Using Questioning and Discussion Techniques that the overall teacher score was a 2.73, which falls into the developing category.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in professional development focused on improving questioning and discussion techniques with impact measured by an increase from 2.73 to 3.00 in average teacher proficiency on component 3B of the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> • In order to support the teachers in meeting the goal of broadening their work around the component 3B in the Danielson Rubric teachers will be given the necessary time required to “un-pack” the component, 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 multiple classroom practices and tasks that fall under the Effective column in Danielson's Rubric in component 3B. Teacher teams will develop a shared understanding high level questions and discussion techniques are, and the expectations of the Citywide Instructional Expectations by immersing in rigorous and on-going professional development. • School administration will join the teacher team meetings to coordinate the work across grades 6-8 and use the Atlas protocol and rubrics to look at student work. 	<p>Grade 6-8 teachers Grade 6-8 teachers Math Department Math Department Grade 6-8 teachers</p>	<p>September 2015-June 2016 September 2015-June 2016 September 2015 - June 2016 Sept 2015- June 2016 Sept 2015 - June 2016</p>	<p>Grade level/Content teachers leads/facilitators Classroom teachers Administration Grade level/Content teachers leads/facilitators Classroom teachers</p>

<ul style="list-style-type: none"> • 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. • Establish a comprehensive math professional development plan incorporating the questions and discussion techniques that focus on Effective practices as outlined in component 3B. • The administration will conduct at least 4 observations using the Danielson Framework focusing on component 3B. Administrators will provide professional feedback that is actionable and will improve teacher practice. 			<p>Administration</p> <p>Math Department and Administration</p> <p>Administration and teachers</p> <p>Administration and teachers</p>
<p>Strategies to address the needs of students with disabilities, English Language Learners, and other High-need student sub-groups</p> <ul style="list-style-type: none"> • 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. • 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. • 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"> a. Grade and content are planning dates b. Peer observation/visitation dates c. Feedback summaries 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 	<p>SWDs and ELLS, ESL teacher, dual language teacher. Grade 6-8 special education and general education teachers</p>	<p>September 2015 – June 2016</p>	<p>Grade 6-8 teachers, special Education, ESL and Dual Language teachers, Service providers and administration</p>

<p>Strategies to Increase Parent Involvement and Engagement</p> <ul style="list-style-type: none"> ● 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 through higher level questioning and classroom discussions. Some strategies and activities that help us to ensure this is taking place are: <ol style="list-style-type: none"> a. Curriculum Night b. Parent Teacher Conferences c. Parent/Teacher Involvement (Tuesday afternoons) d. Parent Workshops 	M256 Parents	Multiple times over year	Teachers, Parent Coordinator,
<p>Activities that address the Capacity Framework</p> <ul style="list-style-type: none"> ● 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: <ol style="list-style-type: none"> a. TIF teacher coaches b. The observation cycle with pre and post observation conferences which focus on the Danielson Framework. c. Google doc (a shared site between teachers and administrators) d. 80 Minute weekly PD meetings (Mondays) e. Administrative preps <ul style="list-style-type: none"> ● 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"> 1. Teacher led professional development 2. Students received a mock Learning Environment Survey for their voices to be heard 	Teachers Grade 6-8	September 2015 – June 2016	MS 256 Staff and Administration

The SLT invites parents to participate in meetings to get the parent perspective on what's going on in the school.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Common Planning Meetings
2. Resources: Danielson Rubric, TIF coaches, Department Team Leaders, Advance website
3. After school Planning
4. Monday Staff meetings
5. Schedule adjustments to account of inter-visitations

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, the teachers will have received at least 2 observations each, focusing on Component 3b, that included follow up discussion and professional development. By the 2nd observations, 75% of the teachers will fall in the effective category of component 3B of the Danielson Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the 2014/2015 Learning Environment Survey the school only received an 80% rating of Positive Responses when it comes to the Supportive Environment category. This was below the Average score in comparison to all other New York City schools.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the time the 2015/2016 Learning Environment Survey comes out, under the topic of Supportive Environment, the school will receive a rating of 83% or higher, not scoring below the New York City average as in the prior year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based Instructional programs, professional development, and/or systems and structures needed to impact change:</p>		<p>September 2015 – June 2016</p>	<p>Administration and Teachers grade 6-8</p>

<p>- MS 256 Student handbook which outlines clear expectations</p> <p>-Class section sheets: Every class carries the sheet from period to period, earning a score collectively and individually for their performance in that period</p> <p>- Rubrics will be used in each class to provide students with an understanding of what type of work needs to be done to do well</p> <p>-Classroom conduct posters will be posted in each classroom that explains to the student what the teachers expectation are of them in regards to following rules, when they are supposed to do work, and when to pay attention to the teacher</p> <p>- Students will be provided multiple ways in which they can both improve on the work they've done as well as make up assignments they missed. Examples range from make-up exams, allowing to hand in m</p> <p>-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.</p> <p>- 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.</p> <p>- 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</p>	<p>All Students</p> <p>Students by class</p> <p>All Students</p> <p>All Students</p> <p>All Students</p> <p>Outstanding students</p> <p>Students by Grade</p>	<p>Sept 2015</p> <p>Sept 2015 - June 2016</p> <p>Sept 2015 - June 2016</p> <p>Sept 2015 - June 2016</p> <p>Sept 2015- June 2016</p> <p>Once a month</p>	<p>Students</p> <p>Students, teachers, guidance</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers, students</p> <p>Teachers, students</p>
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	All Students	Once a semester Sept 2015 - June 2016	Administration, students Dean, teachers, administration, students
<p>Strategies to increase parental involvement and engagement:</p> <p>-Middle School 256 Website: www.ms256.org is the site where all relevant school information is listed</p> <p>- 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</p> <p>-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...</p>	Parents Grade 6-8	September 2015 – June 2016	Parent Coordinator, Parents, Administration, and Teachers
<p>Strategies to address the needs of students with disabilities, English Language Learners, and other High need sub-groups</p> <ul style="list-style-type: none"> • 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. 	ELL Students and Students in ICT Classes	Grades 6-8 classes	ESL Teacher, ICT teachers, SBST

<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> • Monday and Thursday Teacher Team meetings • Tuesday Parental Outreach • Parent Workshops • Grade level and Content Area Team Meetings • Principal-Teacher Goal Setting Meetings • Benchmark Assessments • Data Analysis to help inform instructional decisions 	<p>The 6-8 Students, Teachers and parental community</p>	<p>September 2015 – June 2016</p>	<p>The Principal, the 6-8 teaching staff, the Parent Coordinator and the parents</p>
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 the principal will conduct a student and teacher survey about school culture to see how the school has improved over the first 5 months using the questions from last years Learning Environment Survey that falls under "Supportive Environment"

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

-Data from the 2014-2015 Quality Review, the school received 3 proficient ratings and 2 developing ratings. One of the developing ratings came in component 1.2 dealing with pedagogy. Some of the findings and impacts from indicator 1.2 were:

Findings - While teaching practices are becoming aligned by the Danielson framework for teaching, there was inconsistent evidence of supports and scaffolds. The level of student thinking and participation varies across the school.

Impacts - The level of rigor in lessons and academic tasks varies among classrooms inhibiting all students from being cognitively engaged and increasing the academic achievement for all learners.

-Data from the 2014-2015 Measure of Teacher Practice overall ratings shows that in component 3C "Engaging Students in Learning" that the overall teacher score was a 2.91, which falls into the developing category.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all teachers will participate in Professional Learning Communities using the ATLAS Protocol to focus on teacher practices/student work in order to improve on component 3C in the Danielson Rubric so as to raise the average teachers score of 2.91 for component 3C in their MOTP to a 3.20

Sept 2015 – June 2016 Grade 6-8 Teachers and Administration Sept 2015 – June 2016 **Part 3 – Action Plan**

<p>-One Monday a month for the mandated professional development time will be dedicated to building on the practices of professional learning communities. Teachers will analyze student work to ensure vertical and horizontal alignment of curriculum as pertaining to component 3C of the Danielson Rubric.</p>	<p>Grade 6-8 Teachers and Administration</p> <p>Grade 6-8 Teachers and Administration</p>	<p>Sept 2015 – June 2016</p> <p>Sept 2015 – June 2016</p> <p>Sept 2015 - June 2016</p>	<p>Grade 6-8 Teachers and Administration</p> <p>Grade 6-8 Teachers and Administration</p> <p>Grade 6-8 Teachers and Administration</p>
<p>Strategies to address the needs of students with disabilities, English Language Learners and other high-need student sub-groups</p> <ul style="list-style-type: none"> • The Special Education department meets once a week and will be participating in the Atlas Protocol twice a month where they will be looking at teacher practices/student work in and comparing it to the Effective column of component 3C Engaging Students in Learning from the Danielson Rubric. <p>- Special Education and ELL teachers participate in both the Math and ELA department meetings as well as 6-8 grade team meetings</p> <ul style="list-style-type: none"> • The ICT and ENL teachers are responsible for improving and modifying lessons with the general education teachers to improve instruction to the ELLs and SWDs. 	<p>Special Education Teachers</p> <p>All Teachers</p>	<p>Sept 2015 – June 2016</p> <p>Sept 2015 – June 2016</p> <p>Sept 2015 – June 2016</p>	<p>Special Education Teachers</p> <p>All Teachers</p>

	ICT and ENL Teachers		ICT and ENL Teachers
Strategies to Increase Parent Involvement and Engagement <ul style="list-style-type: none"> • Parent outreach Tuesdays • Parental Jupiter grade access • Parent workshops • Progress reports mailed home to parents Parent/teacher nights	Grade 6-8 Parents	September 2015 – June 2016	Parents, parent coordinator, grades 6-8 teachers and principal
Activities that address the Capacity Framework <ul style="list-style-type: none"> • Monday Professional Team meetings • Tuesday parental outreach time • Parent workshops • Grade level and content are teacher team meetings • Tailored instruction based on teacher practices • One to one meetings with the principal • Data systems to drive instruction and academic outcomes 	All M256 Community	September 2015 –June 2016	Parents, grades 6-8 teachers, parent coordinator and principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Grades 6-8 teachers • Scheduled planning/meeting time • Schedule adjustments when necessary • Department Team meetings once a week - Grade Team meetings once a week
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 all teachers will have presented a lesson/class work in both their department teams and grade team meetings and will have gone through the Atlas Protocol based on their work.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

-Data from the 2014-2015 Quality Review, the school received 3 Proficient ratings and 2 Developing ratings. One of the Developing ratings came in component 2.2 dealing with Assessment. Some of the findings and impacts were:

Findings - Across classrooms, teachers are beginning to use common assessments, formative and summative assessment data, and rubrics to measure student progress and provide feedback to students.

Impacts - Consequently, students are receiving limited actionable feedback as to their next learning steps. Teachers are inconsistently utilizing the results of assessments to adjust curricula and instruction impeding all students’ academic progress.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will participate in professional development connected to using student data and providing actionable feedback, and as a result, at least 50% of students will demonstrate growth as measured by standards based, rubric conformed portfolios in at least 2 content areas.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ol style="list-style-type: none"> 1. Professional develop and collaboration on standards base rubrics both vertical and horizontal. 2. Monthly portfolio checks and individual data meetings with teachers 3 times per year connected to student learning 3. PD –teacher collaboration looking at student data (teachers responsible for providing data that drives the meeting) 4. Twice a year team meetings with administration in which teachers present the progress of their student group 5. Rubrics and feedback will be discussed at least once a month during the weekly department team meetings. 	<p>All Teachers and Administration</p>	<p>September 2015- June 2016</p>	<p>Principal, All Teachers</p>
<p>Strategies to address the needs of students with disabilities, English Language Learners and other high-need student subgroup</p> <p>- 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 discussion will take place around presenting rubrics to students and making students knowledgeable of their progress.</p>	<p>All Teachers, Sped Teachers, Administration</p>	<p>September 2015 – June 2016</p>	<p>Principal, All Teachers</p>

<p>- The Special Education department meets once a week and will be participating in the Atlas Protocol twice a month where they will be looking at teacher practices/student work in and comparing it to the Effective column of component 3C Engaging Students in Learning from the Danielson Rubric.</p> <p>-Special Education and ELL teachers participate in both the Math and ELA department meetings as well as 6-8 grade team meetings</p> <p>- The ICT and ENL teachers are responsible for improving and modifying lessons with the general education teachers to improve instruction to the ELLs and SWDs.</p>	<p>All Teachers, Sped Teachers, Administration</p> <p>All Teachers, Sped Teachers, Administration</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Principal, All Teachers</p> <p>Principal, All Teachers</p>
<p>Strategies to Increase parental Involvement and Engagement</p> <ul style="list-style-type: none"> • Parent outreach Tuesdays • Parental Jupiter grade access • Parent workshops • Progress reports mailed home to parents <p>Parent/teacher nights</p>	<p>MS 256 school community</p>	<p>September 2015 – June 2016</p>	<p>Principal and Dean and parent coordinator, all teachers</p>
<p>Activities that address the Capacity Framework</p> <ul style="list-style-type: none"> • 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 	<p>Grade 6-8 Teachers</p>	<p>3-4 Times per school year</p>	<p>Administration, and all Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Grades 6-8 teachers
- Scheduled planning/meeting time
- Schedule adjustments when necessary
- Department Team meetings once a week
- Grade Team meetings once a week

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

While 51% of the students are checking the online grade book Jupiter Grades on 31% of the parents have logged into their account. Jupiter Grades provides updated data on how the students are doing in each class, the scores they got on assessments, and any assignments they may be missing.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through the use of teacher weekly family outreach, improved school communication, and workshops family access of Jupiter Grades will increase from 31% to 60% thereby improving family understanding of student progress and goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>- Jupiter Grades will be used by teachers to record/report all class work, homework assignments and assessments on a bi-weekly basis. Families will be informed of site and how to gain access through mailings, backpack notes and presentations at school meetings and family conferences.-</p> <p>- School will inform parents of academic units and requirements through course syllabus sent home, discussed during curriculum night and parent conferences. School will inform parents of academic matter and special events through: a yearly calendar, monthly updated calendars, letters mailed home and backpacked, automatic phone messages, and school website.</p> <p>- Systems of parent communication will be discussed at monthly SLT meetings to monitor progress towards meeting goal of improving communications and Engagement.</p>	<p>Administration, Parents, Parent Coordinator, Teachers, and Students grade 6-8</p>	<p>Sept 2015 – June 2016</p>	<p>Parent Coordinator, Teachers, and Principal</p>

<p>Strategies to address the needs of students with disabilities, English language Learners, and other high-need student sub-groups</p> <ul style="list-style-type: none"> • 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. 	Grade 6-8 parents	September 2015 – June 2016	Parent Coordinator, ESL teacher Dual Language Teacher and principals
<p>Strategies to Increase parent involvement and engagement</p> <ul style="list-style-type: none"> • Parent Workshops of relevant topics, which are organized by the parent coordinator and facilitated by outside agencies, teachers or DOE offices. Workshop foci include: Jupiter Grades, grade 6-8 curriculum, bullying • Parent Login information for Jupiter Grades 	Grade 6-8 Parents	September 2015 – June 2016	Parent Coordinator, teachers, DOE personnel, teachers, parents and outside agencies
<p>Activities that address the Capacity Framework Element of Trust</p> <ul style="list-style-type: none"> • Parent workshops on the CCLS and middle school curriculum and Jupiter Grades • Progress Reports • Translated documents and translation services • School website • Parent Outreach Phone call log • At-risk letters • Open School Night • Curriculum Night 	Parents of students Grade 6-8	September 2015 – June 2016	Parent Coordinator, principal, teachers, parents

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • Parent Coordinator • Grade 6-8 teachers

- 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 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By the mid-point benchmark, January 2016, at least 45% of the parents will have logged on to Jupiter Grades to see how their students are doing in their classes.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Prior State Scores DRP Data STARS Test 1st 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
Mathematics	Prior State Scores DRP Data STARS Test 1st 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
Science	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
Social Studies	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
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
<p>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.</p> <p>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.</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	77,574.00	X	5A, 5B,5C,5D,5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,058,983.00	X	5A, 5B,5C,5D,5E

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. M256, 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. **M256** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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

M256 , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1st 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 03	Borough Manhattan	School Number 256
School Name MS256 Academic and Athletic Excellence		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Brian Zager	Assistant Principal n/a
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Gregory Kilpatrick	School Counselor Ken Greenfield
Teacher/Subject Area Jessica Fazekas, Special Ed.	Parent Naomi Frazier
Teacher/Subject Area Jeffrey MacCulloch, ELA	Parent Coordinator Starrlynn Fikaris
Related-Service Provider Diana Roman, Soc. Worker	Borough Field Support Center Staff Member type here
Superintendent Ilene Altschul	Other (Name and Title) Patricia Leboeuf, FLA Teacher

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	149	Total number of ELLs	27	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language							1	1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	22			3		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
French													6	4	10	1			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
21

Number of students who speak three or more languages: 6

Freestanding English as a New 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							1	2	2					0
Chinese									1					0
Russian									1					0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean									1					0
Punjabi														0
Polish														0
Albanian														0
Other Wolof							1	4						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	4	3					0
Emerging (Low Intermediate)							1	2	1					0
Transitioning (High Intermediate)								1	2					0
Expanding (Advanced)							5	5	1					0
Commanding (Proficient)							4	1	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							4	1	2					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							4	1	2					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2	0	1	0	2	0	1	0	0
7	1	5	0	2	0	0	0	0	0
8	2	1	1	0	1	0	0	0	0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.

MS256 uses the following tools to assess the early literacy of our ELL students:

- Fountas and Pinnell (FP)
- Degrees of Reading Power (DRP)
- Accelerated Reader (AR)
- STAR Reading Assessment
- NYSESLAT
- ELA Benchmarks
- ENL Benchmarks

In general, the early literacy skills of ELL students are assessed in the same way that non-ELL students are assessed. This year, in addition to Fountas & Pinnell and STAR Reading Assessment, as a part of the Middle School Quality Initiative (MSQI), we are using the Degrees of Reading Power (DRP) assessment. 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. Results from these assessments allow us to zero in on the literacy levels of our ELL population. In addition to mandated ESL services, ELLs also receive supplemental literacy support in daily, strategic reading periods.

Our data regarding ELLs reflects an trend across all three grade levels indicating that ELL students require additional target language supports mainly in reading, writing and math. We also realize that many of our students are coming to MS256 at already below grade level performance based on Common Core standards. To remediate this situation, we adhere to an intervention plan which provides additional supports and scaffolds in each lesson, a focus on small group work and more individualized attention, and access to multiple points of entry into each lesson, especially for our ELL students.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
2015 NYSESLAT/NYSITELL results show that 4 of our entering 6th graders achieved a proficiency rating of “Commanding,” 1 newcomer received a proficiency rating of “Entering,” 1 received a proficiency rating of “Emerging,” and 5 received a proficiency rating of “Expanding.”

In 7th grade, we had one returning student test out with a proficiency rating of “Commanding,” 4 students tested at an “Entering” level, 2 students tested at an “Emerging” level, 5 students tested at an “Expanding” level, and 1 student tested at a “Transitioning” level.

In 8th grade, we had 2 students test at a “Commanding” level, 3 students test an “Entering” level, 1 student test at an “Emerging” level, 2 students test at a “Transitioning” level, and 1 student test an “Expanding” level.

These test scores, on average, show that the majority of our returning students tested at the same, or similar, proficiency levels as the previous year (under the former proficiency level classifications). Our newcomer ELLs tested at an Entering level, which was to be expected, as they had no prior experience with English language acquisition. Three of our 7th/8th graders were able to test out with a score of “Commanding.”

We project this year that we need to provide more specialized NYSESLAT Preparation instruction into our normal ENL/Dual Language schedules in order to better prepare our ELL students for the revised rigors of the NYSESLAT Exam in April. To accomplish this, we anticipate using NYSESLAT specific educational materials, and augment our usual ENL instruction with an increased focus on reading and writing, specifically in the areas of descriptive essay writing, identifying main idea, and finding details in a text.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Title III Annual Measurable Achievement Objectives (AMAO) Estimator Tool allows MS256 to project our status through the 2016-2017 school year. We use this tool by copying and pasting data from ATS reports (RLAT, RNMR, RESI) to calculate AMAO 1 and 2 statuses, and to project these statuses through the 2016-2017 school year. AMAO 1 data reflects students’ annual increases in the percentage of ELLs making progress in learning English. AMAO 2 shows annual increases in the percentage of ELLs attaining English language proficiency. This new data analysis tool allows us to analyze student achievement data in the content areas. The rich data contained in RESI allows us to analyze data for ALL students, including both ELLs and non-ELLs. We also take advantage of the built-in early warning system that allows us to track factors that have been shown to lead to risk of lower academic achievement.

The data that is revealed in both AMAO 1 and 2 is used to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. Factors that we analyze include: years of ELL service, NYSESLAT proficiency and progress, SIFE status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, and ELA/Math performance and progress. The early warning indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students’ increased risk levels.

Specific MS256 data revealed indicates that, among our ELL students receiving Freestanding ENL services, there is a high need for additional supports and intervention in the areas of reading and writing. For students in our Dual Language Program, data shows a similar pattern that, of the four modalities (reading, writing, speaking, listening), students are weakest in reading and writing in both English and the target language (French), and in turn require additional scaffolds and intervention in these content specific areas of instruction.

As a result of analysis of this data, MS256 teachers have increased their focus on providing supportive scaffolds to ELL and non-ELL students in our Freestanding ENL and Dual Language programs. Struggling students have been encouraged to participate in our afterschool program that provides additional help with homework as well as test preparation. Differentiated reading materials/programs have been purchased including: I-Lit, Leveled libraries and independent reading, Wilson/Just Words (Ortengillingham) approach to decoding, and Accelerated Reader 360 (Renaissance Learning)

Our Principal, teachers, and support staff members use the AMAO Estimator Tool as we work towards the following goals for our students:

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices

- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. In our Dual Language program, patterns indicate a range in target language proficiency based on prior knowledge and exposure to the target language. ELLs are making advancements in proficiency levels on NYSESLAT, however usually one level at a time, rather than across levels. ELLs testing in French in our Dual Language Program are achieving higher scores, most likely due to the lack of language barrier; however, these same ELLs are struggling when tested in English, most likely due to their lack of experience and proficiency in the new language.

In our Dual Language program, data shows that ELLs are performing closer to grade level standards when tested in their home language (French); however, when tested in English, they are performing much below the levels of their non-ELL peers. Home language is used often as a means of scaffolding lessons through translation and interpretation. It also provides lower level ELLs the opportunity to make a smoother transition to receiving instruction solely in English.

b. School leadership and teachers are using the results of ELL periodic assessments to target lessons for content, scaffold lessons according to proficiency levels, and design assessments that are aligned to the Common Core standards, while at the same time provide the level of differentiation needed by our diverse student population.

c. ENL data is showing us that ELLs continue to require a higher level of service in their target language (English), specifically in reading and writing skills. There are large gaps, especially for newcomer ELLs, to bridge in order for them to reach a proficiency level where they can achieve to grade level standards on NY State Exams.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

We are a middle school, grades 6-8.

6. How do you make sure that a student's new language development is considered in instructional decisions?

As a middle school with a diverse representation of home languages, we are committed to supporting our students' home language use both in and out of the classroom. We provide substantial supports and scaffolds to help our students bridge gaps in new language acquisition. Our ENL teacher, in conjunction with our 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 ELLs. Our ENL teacher, fluent in French and English, is able to provide students with exposure to English cognates during push-in/pull-out ENL instruction. Recognizing that the goal is to assist ELL students to reach English language proficiency, as students move to intermediate and advanced levels, we begin to remove these scaffolds. Our ultimate goal for our ELL students is to score a Level 3 on NY State exams in both ELA and Math, as well as reaching a "Commanding" level on the NYSESLAT exam.

Language objectives are a part of our lesson plans in all content areas. When planning for instructional groups, teachers take into consideration the students' language proficiency to ensure appropriate ENL scaffolds are in place. Teachers emphasize instructional conversations when students are engaged in cooperative learning groups. Native language is used to provide students with additional support in order to make content comprehensible when possible.

MS256 looks at the "Linguistic Demands" which are derived from the New Language Arts Progressions of the Bilingual Common Core initiative. In the classroom, these demands identify the words, phrases and forms of language that students need to understand and use in order to meet discipline-specific standards in K-12 across all four modalities (Listening, Speaking, Reading, and Writing). The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (TOMs). TOMs are what New York State designates as the standards measured by the Spring 2015 NYSESLAT. To capture performance with the necessary level of precision, we look at grade-band levels that TOM has delineated across five levels, which are known as the Performance Level Descriptions (PLDs). By analyzing each question on the Spring NYSESLAT, and by targeting specific modalities and gradeband TOMs at one of five PLDs, we can assess our ELLs strengths and weaknesses and use this information to plan for future instructional shifts.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

a. The French Dual Language program at MS256 uses teacher-made assessments and running records to assess English proficient students in the second or target language. We also administer the DRA (Developmental Reading Assessment) to assess student proficiency in all four modalities in French.

b. The level of language proficiency in the target language for EPs varies from Entering (EN) to Commanding (CM). In general, literacy levels in the target language are quite low. On average, of all four modalities, Speaking is the most developed.

c. The level of language proficiency in the target language for EPs varies from Entering (EN) to Commanding (CM). In general, literacy levels in the target language are quite low. On average, of all four modalities, Speaking is the most developed.

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

We evaluate the success of our programs for ELLs based on different types of assessments. Gathering many types of information is important for our ELL population. We analyze the progress of our ELLs and how they move from one level to the next by comparing assessments such as: NYSESLAT, Benchmark Assessments, ELA/Math State Exams and Unit Tests.

We monitor very closely how our ELLs move from one proficiency level to the next by administering a Pre and Post ESL Benchmark based on each of the four modalities. The results of each assessment are analyzed to monitor individual student growth. Action plans are made after analyzing this data. Progress reports are sent home quarterly to strengthen the home/school connection.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELL identification process includes two parts: 1) the administration of the Home Language Identification Survey (HLIS) to determine the child’s home language and whether or not the child should be tested in NYSITELL; and 2) the administration of the NYSITELL to determine the child’s level of English language, as well as eligibility for ENL services, for any children whose home language is other than English.

Our initial identification process for ELLs is conducted by a certified trained pedagogue (our ESL Teacher/Coordinator, Mr. Kilpatrick) who administers the Home Language Identification Survey (HLIS) and conducts that accompanying informal interview. This process has several steps to ensure that all potential ELLs are identified and tested within the first ten (10) days of admission and placed in the appropriate program as per entitlement and parental selection. All parents and guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) in the parents’ preferred language. Copies of completed HLIS forms are placed in the student cumulative record. At the time of completion of the HLIS, our ENL Teacher/Coordinator also conducts an informal interview with the parent/guardian and student to determine the language most commonly spoken in the home environment. Based on the answers to the HLIS, combined with the results of the informal interview, the ENL Coordinator makes the final decision as to whether or not the student is eligible to be tested for NYSITELL.

For those students who are deemed eligible to take the NYSITELL exam, they are tested within the first 10 days of registration (school year) by our ENL Teacher/ Coordinator, Mr. Kilpatrick. Results are filled in on the NYSITELL answer sheet which is printed out from ATS, then scanned into an ATS scanner for scoring. Students receiving a proficiency rating of Entering, Emerging, Transitioning, or Expanding are thereby deemed “entitled to receive ENL services” and are assigned the appropriate number of hours of ENL services according to the updated criteria in CR Part 154. Students who score a proficiency level of “Commanding” on the NYSITELL are deemed “not eligible for ENL services.”

Any students whose home language is Spanish are also tested in the Spanish LAB by one of our Spanish speaking pedagogues, Ms. Soto (Spanish teacher), or Mr. Kilpatrick (ESL teacher).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To determine any ELL students with interrupted/inconsistent formal education (SIFE), our ENL Teacher/Coordinator, Mr. Kilpatrick, begins by completing the HLIS and informal interview with the parent/guardian and student. Mr. Kilpatrick pays specific attention to

questions where parents/guardians are asked to indicate history of previous schooling, being sure to note any gaps in schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we then proceed with the SIFE Identification Process as follows:

1. Administration of the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the Literacy Evaluation for Newcomer SIFE (LENS).

Initial SIFE status in the DOE's data collection system will be indicated no later than 30 days from initial enrollment, which may be modified as per CR Part 154, which states that we have up to one year to make a final determination of any SIFE students. SIFE status is removed once the ELL scores at an Intermediate/Transitioning level or higher on the NYSESLAT exam.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). Our LPT is comprised of the following members:

- School Administrator – Mr. Zager, Principal
- Certified ESOL Teacher – Mr. Kilpatrick, ESL Teacher/Coordinator
- Director of Special Education – Ms. Fazekas, SPED Coordinator
- Student's parent/guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT. These procedures must be used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL by considering the evidence of the student's language development (history of language usage, answers to HLIS, comments by Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting the student's ability to demonstrate proficiency in English). Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL exam. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent on to the Principal for review. The Principal must accept or reject this recommendation. If the Principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the Principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the Superintendent or the Superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent/guardian's preferred language.

The final decision is made by the Superintendent or the Superintendent's designee. The Superintendent or designed has 10 school days to accept or reject the LPT's recommendation. If the Superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent/guardian. In this case, the form titled "Language Proficiency Team NYSITELL Determination Form" must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Within 5 school days of scanning and scoring of the NYSITELL, and concurrent ELL determination, MS256 informs parents/guardians of the results of the NYSITELL and the student's ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download on the NYC DOE Intranet. The following three letters are used accordingly:
 - Entitlement Letter
 - Non-Entitlement Letter
 - Continued Entitlement Letter

At MS256, our ENL Teacher/ Coordinator, Mr. Kilpatrick, is responsible for administering the NYSITELL exam, obtaining the scores/proficiency levels of the students, generating the three types of entitlement letters, and notifying parents/guardians of their child's ELL status and of any ENL services to be provided.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents/guardians of any student who has undergone the ELL identification process (as a result of first time entry or re-entry) may go through the ELL Re-Identification Process. In the event that we encounter this situation, our ENL Teacher/Coordinator, Mr. Kilpatrick, will send out notification letters in the parent's preferred language within 10 school calendar days indicating to parents/guardians that they have 45 school days from enrollment to file an appeal of their child's ELL status.

The Re-Identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the Committee on Special Education (CSE) must be consulted, the process must be completed within 20 school calendar days. The Re-Identification Process consists of the following steps:

1. School receives written request to initiate the Re-Identification Process (e.g. parent writes letter to Principal).
2. School reviews all documents related to the initial or re-entry identification process.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-Identification Process include a second administration of the NYSITELL.
5. School consults with parent/guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u), of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write, or listen in English.
8. Based on the recommendation of the qualified personnel, the school Principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent/guardian. If the recommendation is to not change the ELL status, no further action is necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the Principal's recommendation to change the ELL status from the parent/guardian, the relevant documents and recommendation are sent to the Superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the Superintendent to the Principal and parent/guardian in the parent's preferred language within 10 school days of receipt of documentation from the Principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

Between 6-12 months (from the date of the Superintendent's notification to the Principal, parent/guardian), the Principal must review the Re-Identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The Principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the Principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the Principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-12 month period. If the Principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent/guardian and/or student in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once parents of the students who are entitled for ENL services are notified, they are invited to an ELL Parent Orientation conducted by Mr. Kilpatrick, ENL Teacher/ Coordinator. Mr. Kilpatrick sends letters home notifying parents of the date, time and location of Parent Orientation. An agenda and an attendance sheet is created for the Parent Orientation session.

During the Parent Orientation, parents are provided with brochures in English and in their native languages to ensure of an informed choice when selecting a Transitional Bilingual, Dual Language, or Freestanding ENL program, regardless of programs currently offered at the school. Parents also view a Parent Orientation Video in their native language where the New York City Schools Chancellor gives additional information about the programs available for ELLs in the NYC School System. Parents have the opportunity to ask questions about the different programs offered. Mr. Kilpatrick, ENL Teacher/ Coordinator, then asks parents to complete a Parent Survey & Program Selection form where parents can indicate their program choice for their child. If a parent's choice is not available at the school, parents are informed of this and they are provided with the following two options:

- Keep their child enrolled at the current school in an available program (Bilingual or Freestanding ENL); if the parent chooses this program we immediately place the child in that program and being serving the child accordingly.
- Transfer their child to a different school where the parent's choice is currently available. To do so, schools should contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the child should temporarily be placed in an ENL program in the school until the transfer is complete. This process should take place within ten days of student enrollment.

In the event that a Parent Survey & Program Selection form is not completed/returned by the parent, a bilingual program will be assigned as the first choice (default program) as per CR Part 154.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As parents are the sole determinants of the ELL programs their children receive, MS256 notifies parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages) in the following manner:

- When a new ELL enrolls at MS256, we inform the parents/guardians of the three instructional models available in New York City (Freestanding ENL, Dual Language, Transitional Bilingual), regardless of whether the preferred model is currently offered in the school.
- To inform parents of these three options, our ENL Teacher/Coordinator, Mr. Kilpatrick, provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation Video delivered in their preferred language (which explains the three program options and is available in 13 languages). To ensure that parents are reminded of the importance of attending this meeting, the day before the orientation Mr. Kilpatrick reminds all students whose parents have been invited with a second copy of the invitation letter. If a parent does not attend the Parent Orientation, a phone call is made for rescheduling. An agenda is created for each meeting, along with a sign-in sheet that includes any staff members, parents/guardians present, and languages used. During the Parent Orientation, Mr. Kilpatrick also provides information on standards, curriculum, and assessments. We also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for bilingual education and English as a New Language programs. The Parent Orientation is delivered in a language or mode of communication that each parent/guardian best understands. We contact the Translation & Interpretation Unit when an interpreter is required for any language that is not spoken by the school staff.
- After parents are informed of all three program models at the Parent Orientation, our ENL Teacher/Coordinator provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where each parent can indicate their program choice. Parents are given the opportunity and space to complete the Parent Survey & Selection Form before they leave the orientation to ensure that all forms are returned. All parents/guardians must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Our ENL Teacher/Coordinator, Mr. Kilpatrick, documents and records all attempts to gather initial parent selection preference; documentation is maintained in the ENL Department Office, 2nd Floor, Room 216, at MS256.
- Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED CR Part 154 that requires opening of a bilingual program
- In collaboration with our school secretary, Ms. Elena Rangel, our ENL Teacher/Coordinator, Mr. Kilpatrick, enters into ATS each parent's program choice as indicated on the Parent Survey & Program Selection Form. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at MS256.
- Parent Survey & Selection Forms are formal records of each parent's preference of ELL program for their child; therefore, MS256 retains a copy of this form in each ELL student's permanent record and makes it accessible to State and/or City audits and reviews. A copy of the Parent Survey & Selection form can also be provided to the parent upon request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our ENL Teacher/Coordinator makes every attempt to give parents the opportunity and space to complete the Parent Survey & Selection Form before they leave the orientation to ensure that all forms are signed and returned. All parents must return the completed and signed form within 5 school calendar days. For parents who fail to return this form within the allotted 5 school calendar days, our ENL Teacher/Coordinator will attempt to contact a parent by phone and/or mail to have this form signed and returned. If the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. Our ENL Teacher/Coordinator, Mr. Kilpatrick, documents and records all attempts to gather initial parent selection preference; documentation is maintained in the ENL Department Office, 2nd Floor, Room 216, at MS256.
9. Describe how your school ensures that placement parent notification letters are distributed. Our ENL Coordinator sends placement letters home in the parents' preferred language to inform parents of the program their child has been placed in as per their selection. Our ENL Coordinator maintains a record of these placement letters in the ESL office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). MS256 keeps an ENL-specific compliance binder in our ENL Coordinator's office with copies of all required documentation, e.g. HLIS, non-entitlement and entitlement letters. Our ENL Teacher/Coordinator is responsible for maintaining these records and keeping them updated as new ELL students are enrolled at MS256. As per the ELL Policy Reference Guide, completed HLIS forms and Parent Survey & Selection forms are placed in the student's cumulative file and remain part of the student's permanent record. Throughout the school year, our ENL Teacher/Coordinator reviews the results of the ELL parent surveys and keeps a record of the numbers of parents that choose a bilingual program.

11. 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.

At MS256, we have an action plan to ensure that all students are present for the NYSESLAT. All students who have been identified as English Language Learners (ELLs), including Students with Special Needs, in grades 6–8 are required to take the NYSESLAT every year to measure English language proficiency. Our ENL Coordinator, Mr. Kilpatrick, obtains RNMR, RLAT, and RETT reports from ATS to analyze and determine NYSESLAT eligibility status.

Speaking: At MS256, we administer the Speaking session using individual administrators (i.e. individual test administrators who have undergone training in administering the NYSESLAT) and we score this modality at the time of administration. Test administrators administer the Speaking session individually to students in locations separate from other students. To ensure accurate and reliable results, persons responsible for scoring the NYSESLAT have received special training prior to administration. We use the printed scoring manuals for the Speaking sessions as provided by MetriTech.

As statewide scoring rules require that the Speaking session must be scored by a teacher who is not the student's teacher of English as a Second Language or English Language Arts (Mr. Kilpatrick), we enlist the services of other teachers to administer this section of the NYSESLAT (Mr. MacCullough, Ms. Camillo, Ms. Soto). Depending on teacher availability, we take advantage of one of the three options for administering and scoring the Speaking session:

- Assign someone other than the student's teacher to administer and simultaneously score the Speaking session.
- Have the student's teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
- Have the student's teacher administer the Speaking session and record the student's responses. The recording would subsequently be scored by a disinterested teacher.* *If this third option is chosen, the principal must approve the process the teacher will use to record students' Speaking sessions and to safeguard the recordings.

The packages containing the scoring materials for the Speaking session are opened prior to the date of administration of this part of the test so that teachers can familiarize themselves with the procedures and rubrics for scoring. The Speaking Score Sheets for Individual Administration are photocopied from this manual or the DFA and distributed to the test scorers prior to the administration of the Speaking session. Test scorers use a Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student's score. After the test is completed, the scores are transcribed onto the student's machine-scannable answer sheet. (Note: the Listening/Reading/Writing sessions have been administered prior to transcribing.)

In addition, photocopies of each completed score sheet are provided to the principal by no later than one school day after the administration of the Speaking session has been completed for all students in the school who are taking the test. MS256 retains these copies of the completed student score sheets for a minimum of one year under lock and key in the ENL Office.

Listening/Reading/Writing Sessions: The Listening/Reading/Writing sessions of the NYSESLAT are normally group administered. Students in Grades 6–8 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets. A teacher or aide transcribes the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers are required to place their names on the answer sheets.

Mr. Kilpatrick works closely with Ms. Fazekas, our Special Education Coordinator, to ensure that any ELLs with IEPs receive the proper testing modifications allowable according to the specifications of their IEP or 504 Plan with two exceptions:

- The Reading questions may not be read to any student.
- For the Writing questions, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

At the end of each Listening and Reading section of a test session, Grades 3–12 students are given a two-minute break between the Reading and Writing sections of a test session. Answer sheets are collected between the Reading and Writing sections. They are not redistributed, as students will record their written responses in the test booklet. For Grades 6–8, students record all answers directly into their test booklets. Students are instructed to put down their pencils and close their test booklets so the front cover is on top once a section of the test has ended. At all grade levels, after the break is completed, the test administrator proceeds with the next section (Reading and/or Writing) of the NYSESLAT.

Regarding parent outreach and notification, prior to students taking the NYSESLAT, all parents are invited to attend a workshop presented by the ENL Coordinator that explains the components and expectations of the NYSESLAT assessment. At this meeting all parents receive a "Parent's Guide to the NYSESLAT" and are given the opportunity to address any questions and/or concerns. A

timeline including tests, administration dates, and scoring dates is prepared following the Office of State Assessment schedule for the administration of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At MS256, our ENL Teacher/Coordinator, Mr. Kilpatrick, sends out Continued Entitlement Letters and Transitional Support Letters to parents of ELL students who continue to be entitled to receive ELL services, based on the scores (and coinciding Proficiency Level) from the NYSESLAT which was administered the previous Spring. NYSESLAT proficiency levels are obtained from running the RLAT report in ATS.

These letters are sent to parents before the beginning of the school year, but no later than September 15th of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Copies of these letters are kept in the ENL Coordinator's office.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In the fall of 2013, MS256 instituted a Dual Language French-English program due in large part to parent interest, as well as in response by the French Embassy in New York City's program to promote Dual Language programs across the city. Now, in our third year of our French Dual Language program the majority of our ELL students are native French speakers whose families want them to receive instruction in both French and English languages. With our Dual Language French/English program, we feel strongly that we are closely aligned with specific parent requests and we are able to help to meet an increasing demand in New York City for Dual Language French/English instruction.

In the 2015/2016 school year, we currently have French Dual Language classes in 6th and 7th grades. Next school year (2016/2017) we anticipate having French Dual Language classes in all three grades (6,7,8). Of our current total number of 27 ELLs, sixteen (16) are enrolled in our French/English Dual Language classes – five (5) in class 601, and eleven (11) in class 701.

Of our overall 27 ELLs, the remaining 11 ELLs (who are not native French speakers) chose to remain at MS256 to receive quality instruction in all content areas, along with Freestanding ENL services based on a push-in/pull-out model. Of these students, two (2) are in class 602, two (2) are in class 702, four (4) are in class 801, and three (3) are in class 802.

Our ENL Teacher/Coordinator, Mr. Kilpatrick, works closely with all content area teachers (particularly ELA and Math) to structure ENL services specifically geared for a variety of proficiency levels and home language backgrounds. As Mr. Kilpatrick is fluent in French as well as English, he collaborates closely with our French Language Arts teacher, Madame LeBoeuf, regarding ENL/Dual Language services for ELLs in our "01" classes (namely our Dual Language classes). Mr. Kilpatrick also provides instruction to our 601 students four times a week in Science using a combination of English and French language instruction.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

As previously mentioned above, our ENL Teacher/ Coordinator, Mr. Kilpatrick, works closely with our ELA Teachers, Mr.

MacCullough and Ms. Camillo to provide integrated ENL services based on a push-in model where Mr. Kilpatrick enters the ELA classroom (block model) and essentially co-teaches with the classroom teacher. During these push-in sessions, students are grouped heterogeneously as there are a variety of proficiency levels within one class. This manner of grouping also lends itself to having students of higher proficiency levels help students at lower proficiency levels. In this model, the ENL teacher is able to serve several heterogeneous groups of ELLs per period.

Mr. Kilpatrick also provides stand-alone ENL to ELLs at all proficiency levels, more so with EN/EM ELLs in order to meet the additional required minutes of ENL service requirement as per CR Part 154. During these sessions, he uses a pull-out model with students from various grade levels/classes (ungraded model). To manage the variety of grade/proficiency levels, students are typically pulled out and grouped (homogeneously) according to proficiency levels. In this fashion, the instructor can maintain a lower teacher:student ratio for small group instruction, and students can focus on particular skills/tasks that are relevant to their individual grade/proficiency level.

- b. TBE program. *If applicable.*

Our school does not provide this program model at this time.

- c. DL program. *If applicable.*

Grouping is done through cooperative learning, mostly in heterogeneous groups based on ability and proficiency levels. Both English and French for instruction.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Freestanding ENL:

As required in the revised regulations of CR Part 154, students ENL services using a combination of Stand-Alone and Integrated instruction. While our ESL Teacher/Coordinator, Mr. Kilpatrick, is pushing-in to ELA classrooms, working side-by-side with the ELA classroom teachers, students are receiving their required units of Integrated ENL instruction. During Mr. Kilpatrick's pull-out periods, ELL students are receiving their required Stand-Alone instruction.

As each class contains ELLs at various proficiency levels, therefore receiving varying number of "units of study" (e.g. 360 min., 180 min., 90 min.), ELLs at the EN/EM make up the majority of students included in the pull-out sessions.

Dual Language:

In our Dual Language (French/English) program, language is taught through content areas as well as through literacy. The new language (target language) is French. During Dual Language program class periods (French Language Arts and Social Studies), students generally receive 100% of their instruction in French. Our French Language Arts instructor, Madame Leboeuf, will also augment her instruction with English as a means of scaffolding lesson content delivery.

In both our Freestanding ENL and Dual Language instructional periods, explicit ENL, ELA, and HLA minutes are delivered as per the revised CR Part 154.2 Units of Study and Staffing Requirements directives while putting together our ENL services schedule which differentiate between Language Arts and Bilingual Instruction. Minutes of service vary according the students' proficiency levels and varying combinations of stand-alone, integrated, and/or flexible instructional models.

3. Describe how core content is delivered in each program model. 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.

All content areas are delivered in English using ENL methodologies and instructional strategies with language development support in the students' native languages. Teachers develop their own curriculum in alignment with the Common Core Standards to deliver content-specific instruction.

French language instruction is used for our students in the Dual Language program during two periods per day: French Language Arts (FLA), and Social Studies (SS). During these periods, French language texts and teaching materials are used to supplement and scaffold instruction. French dictionaries and glossaries are made available to students.

In our ENL Library, we maintain native language reading materials that are age and grade appropriate and reflect current units of study in all content areas. Students are provided with bilingual dictionaries and glossaries, technology enrichment in the native language, and a buddy system to provide scaffolded support to newcomers. Teachers with groups of ELLs who share a common language organize collaborative tasks that target content and generate interactions in the native language among peers.

Cooperative learning strategies are utilized in addition to scaffolding to ensure that all learning styles are addressed. ELLs are encouraged to think critically, solve problems and communicate both orally and in writing in the language of instruction. Engaging students in real-world experiences enable them to place a context to the language they are learning. These tasks are given to allow students to apply the content material they have learned. Accountable talk is encouraged to enhance language proficiency through oral discussion by modeling language acquisition for students. Lessons are differentiated and choices are given to students to provide multiple entry points for taking in information.

In both our ENL and Dual Language models, sheltered instruction is used as a method of teaching English Language Learners English (and/or French) language acquisition through the integration of both language and content. Sheltered instruction provides access to mainstream, grade-level content, while promoting the development of English (and/or French) language proficiency. Our instructors incorporate the use of translation, content-specific materials in home languages, content-specific texts in the target language(s), visual imagery, realia, videos, audio books, picture dictionaries/glossaries, etc. to provide a variety of supports and scaffolds for our English Language Learners to achieve our goals of assisting ELL students acquire content-specific knowledge while simultaneously developing their proficiency in the target language(s).

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Our 6th and 7th grade ELLs who are native French speakers enrolled in our French Dual Language program and monitored daily in their home language during their French Language Arts (FLA) and Social Studies (SS) class periods. Our French teacher, Mme. LeBoeuf, presides over both of these classes and uses a variety of formal and informal assessment techniques, such as pre/post tests, quizzes, homework, observations, oral interviews.

ELLs are permitted to use their native language abilities to complete tasks. They are also allowed to express their knowledge in the language they are most familiar with when being addressed. By allowing our students to use their native language to process their answers during assessments, their content knowledge will be reflected more accurately.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, all of our ELL students are given benchmark assessments every eight weeks over the course of the school year in what we term as “modality blocks.” These formal benchmark assessments focus on one modality at a time (reading, writing, listening, speaking) and are spaced out in approximately 8-week intervals. Assessment materials are selected from NYSESLAT Prep instructional materials that are Common Core aligned.

At the end of each modality block, post assessments are given to analyze each student’s growth in a given modality, monitor progress, and give insight into further ways of providing scaffolded instruction.

After each benchmark/post assessment, the resulting data is analyzed and an action plan is formulated based on areas of need. Small group instruction is targeted to address specific areas of need.

Informal assessments in the form of student-specific observations, spot checks for understanding, and informal interviews with students are conducted on an on-going basis and are “built-in” to each instructor’s teaching practice.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

When differentiated instruction is provided, particular consideration is given to all ELL subgroups. For each subgroup, we have identified an instructional plan for the academic year.

- a. SIFE

- Teachers incorporate more visuals into their lessons
- Pacing of lessons is modified to meet the students’ individual needs

- Daily use of computers to link language to the content areas
- Students are exposed to culture through field experiences, music, and art classes
- Students receive the mandated number of ENL units
- Students participate in visual thinking strategy lessons to improve critical thinking and language skills through discussion of visual images.
- Students are invited to attend after-school programs

b. Newcomer

Newcomer ELLs are expected to make progress in their English language development at a rate that allows them to communicate in basic English within 12-16 months, and to work towards the development of beginner academic English skills within the first 24 months. To help accomplish these goals, Newcomer ELLs are provided additional class periods on a pull-out basis to meet one-on-one or in small groups with our ENL Teacher/Coordinator, Mr. Kilpatrick. During this time, and depending on each student's specific needs, Mr. Kilpatrick will work on a variety of skills in each modality. Students will have the opportunity to work independently or in small groups, use laptop computers, practice phonics, and work with a variety of differentiated materials, such as bilingual dictionaries, flash cards, visuals, manipulatives, and realia.

- Newly arrived students are assigned to an adult mentor who acclimates him/her to the school environment.
- Buddy students are selected as peer tutors.
- ENL Coordinator disseminates suggestions and materials to parents/guardians on how they can assist with their child's learning strategies at home.
- Students are offered to attend after-school programs to strengthen and enhance content vocabulary, further develop writing skills, and integrate technology.
- Each student receives the mandated units of ENL.
- Electronic talking dictionaries, glossaries, native language books, and technology are provided (Elmos, laptops, iPads, and SMART/Promethean boards).
- Differentiated instruction takes place for these students in all content areas based on their needs and strengths in language acquisition and conceptual development.

c. Developing

- Analyze data and identify the causes for long-term status, then provide Academic Intervention Services (AIS) support in the areas of need.
- Scaffold instruction to allow students to apply their knowledge to improve comprehension
- Implement Depth of Knowledge to develop higher order thinking skills and questions.
- Differentiate instruction in all content areas.

d. Long Term

- Analyze data and identify the causes for long-term status, then provide RtI support in the areas of need by targeting focused lessons in reading and writing, using graphic organizers, pair instruction, small group instruction, and use of technology.
- Ongoing assessments will be administered by all service providers so that educational plans can be continually modified to meet the needs of each student.

e. Former ELLs up to two years after exiting ELL status

We continue supporting our former ELLs for two years after they reach proficiency. We ensure that they receive extended time during all ongoing assessments throughout the year. In addition, they are offered the opportunity to participate in any after-school programs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To ensure that the student's academic progress has not been adversely affected by a re-identification of ELL status, between 6-12 months (from the date of the superintendent's notification to the principal, parent/guardian), the principal reviews the Re-Identification Process decision. At this time, the principal will consult with a qualified staff member in the school, the

parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within the 6-12 month period. If the Principal's decision is to reverse the ELL status, he/she must consult with the Superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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?

ELLs who have been identified as having an Individual Education Plan (IEP), as students with special needs, will have an action plan designed by a team which includes the classroom teacher, the IEP Coordinator/Teacher, and the ESL teacher. These specified instructional plans will take into account the student's instructional goals, as well as their challenges as determined by the student's NYSESLAT or NYSITELL score. The Special Education Teacher, the IEP Teacher, and the ENL Teacher communicate to align instruction to ensure that the student's educational goals stated on the IEP are being met (in the least restrictive environment).

All providers of services to ELLs use visuals, manipulatives, and other concrete materials for all content areas. Teachers differentiate learning center activities and hands-on experiences that allow for increased student choice. During writing time, students are provided with writing frames (language patterns). Academic vocabulary is enhanced through instructional strategies such as use of realia and manipulatives that provide students multiple access points to learning, as well as increased references to prior knowledge without dependence on target language proficiency. All assessments are analyzed and action plans are revisited to address the students' next steps. Classroom instruction, as well as assessments, follow the Common Core Learning Standards.

We also incorporate the use of technology as a means of accelerating English language development with our ELL students. A brand new, state of the art, laptop cart, complete with 30 MacAir laptops, is available to all teachers for in-class use with students. ELL students (and non-ELL students) conduct online research, experiment with interactive software programs such as Renaissance 360 and Max Scholar to practice phonics, reading comprehension, and grammar, and take online assessments as ways of increasing target language proficiency levels.

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

The ENL Teacher pulls out and provides the mandated number of ENL units to ELL students also designated with an IEP. All ELL students with IEPs are invited to participate in our after-school program which provides additional support through content lessons while addressing the proficiency needs of the students. Our ENL Teacher/Coordinator is able to be quite flexible with his schedule from week to week in order to ensure that all ELLs are meeting their mandated minutes of ENL service, as per CR Part 154 guidelines. ELL-SWD students receive ENL services both during push-in periods and pull-out periods, when tasks are specifically focused on providing instruction that will increase target language proficiency.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

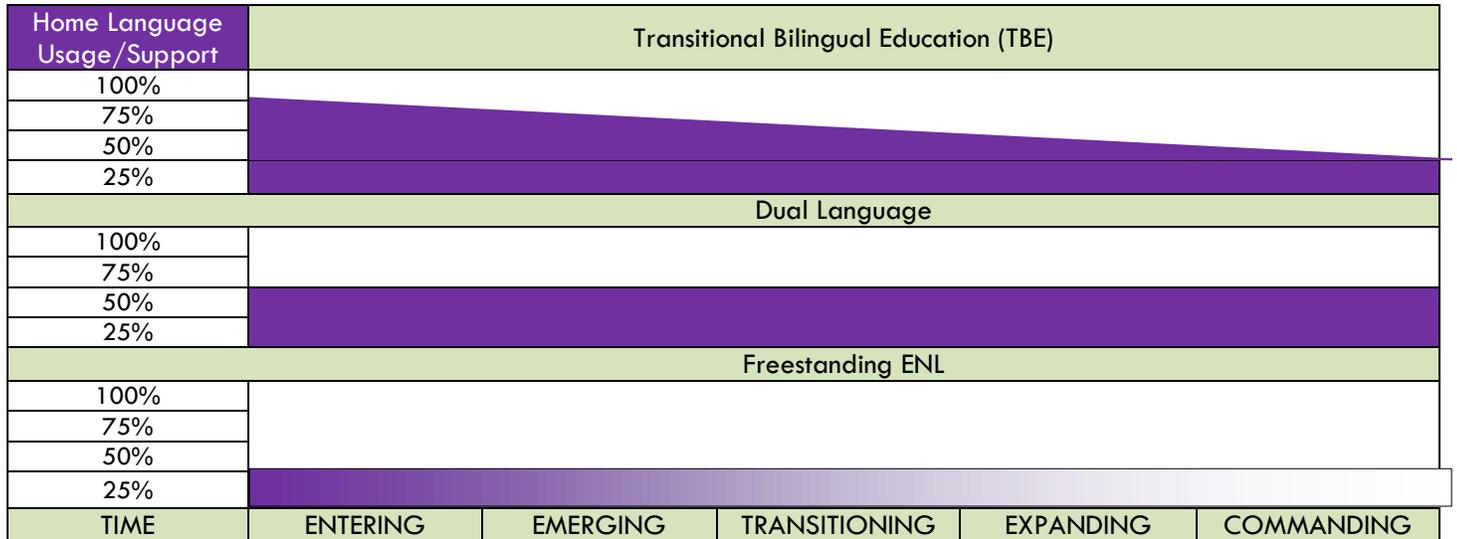


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. The following targeted interventions are used for ELLs in ELA, Math, Social Studies, and Science:
- translated materials into the home language (French, Spanish, etc.) of their choice
 - use of manipulatives to help provide multiple points of entry into each lesson
 - incorporation of scaffolded materials into each lesson (e.g. visuals, word banks, translated materials, etc.)
 - access to content-specific information in their home language (French, Spanish, etc.) through reading materials and technology (videos, music, websites)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ENL and Dual Language programs allow our ELL students work directly with a certified ENL teacher, as well as with a French Language certified teacher for those students in the Dual Language program. This ensures that the weekly mandated ENL minutes are being provided. Students are presented with ENL scaffolds in all subject areas in order to prepare them to think critically and solve problems effectively. Students are actively engaged in a standards-based curriculum that addresses all modalities.
- As soon as teachers receive their classroom rosters at the beginning of each school year, they are informed about those students in their classes who are ELLs and ELL-SWD. Our SPED Coordinator overseeing specific training for teachers of ELL-SWD students to guide them through the process of accessing IEPs online (as part of weekly professional development time) in order to familiarize them with the details and requirements of the IEP. Our ENL Teacher/Coordinator has opportunities to co-plan with our ELA teachers, Science Teachers, as well as our French teacher on an on-going basis throughout the year. All teachers and staff members at MS256 are informed from the first staff meeting at the beginning of each school year who our ENL and SPED Coordinators are, and how each person can coordinate with these individuals to access specific information, data, and instructional techniques for their ELL and ELL-SWD students. Both our ENL Coordinator and our SPED Coordinator also host professional development sessions at various points throughout the year that address ELL and SWD subjects.
12. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, MS256 is intending to consider the following programs:
- MSQI (Middle School Reading Initiative)
 - I-Lit
 - Leveled libraries and independent reading
 - Wilson/Just Words (Ortan-Gillingham) approach to decoding
 - Accelerated Reader 360 (Renaissance Learning)
 - Accelerated Math 2.0
 - NYSESLAT Prep books
 - Afterschool test prep / tutoring
13. What programs/services for ELLs will be discontinued and why?
- The following services will be discontinued for ELLs due to lack of evidence of their efficacy:
- Light Sail Reading Program -
 - Expeditionary Learning Curriculum (ELC) – curriculum did not meet needs of specific learning populations.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- At MS256, ELL's are given equal access to the same programs as non-ELLs when it comes to after-school and supplemental services. Fliers are translated into French and Spanish. Should any students with other home languages need translated copies, we can arrange to have fliers copies using the Translation & Interpretation Unit's services.
- For example, we work collaboratively with HAI (Healing Arts Initiative) to provide a wide array of after-school programs to all of our students who are interested and obtain the proper permission from parents/guardians. HAI Afterschool programs include:
- Debating
 - Dance, Theater, Creative Arts
 - Sports
 - Boys and Girls Leadership Club
 - Game Design
 - Homework Assistance

MS256 offers a CHAMPS sports program that includes:

- flag football, volleyball, and basketball
- developmental Track and Field series

MS256 also offers after-school test prep classes to assist students to improve proficiency and, in turn, improve performance on NY State exams.

ELLs at MS256 are invited to participate in any of the above-mentioned activities with proper parental permission. We find that our ELL students are eager to participate in the wide variety of programs offered at MS256. Throughout the day, ELLs are welcomed by their non-ELL peers and assimilated into their overall classroom settings by fellow students, teachers and staff.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Programs specifically geared to our English Language Learners include:

- WILSON / Just Words
- NYSESLAT Prep books
- I pads / Macbooks
- Brainpop online access
- Accelerated Reader 360 (Renaissance Learning)
- Student dictionaries
- Online translation
- Home language / dual language learning resources (books, curriculum, etc)
- Leveled libraries (k-8) fiction/non-fiction

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our Dual Language program, we provide a model of instruction that

All classrooms and the ENL Lab are equipped with a variety of materials that support the development of language acquisition and content skills. Such materials include:

- Native language libraries
- Computer stations
- Printers
- Elmos and SMART and/or Promethean boards

In our ENL program, we provide native language support as a means of scaffolding for our newcomer ELLs and higher level ELLs when translation is necessary. Students are provided with glossaries in the native language to help support content knowledge; electronic dictionaries are made available to help support writing comprehension; books in native languages are used to support literacy; peer support by students who speak the same native language provide help with second language acquisition; and teachers who speak the same native language are available for intervention when necessary.

Also in our ENL program, instruction is given in English using the native language as a means of supporting and scaffolding lessons and concepts when necessary. Grade level native language libraries are displayed and accessible to students in every classroom.

In our Dual Language program, we also provide a variety of written texts in the native language (French), along with teaching aids, manipulatives, and scaffolding materials that allow students of various levels multiple points of entry to the language. This type of “enrichment model” allows for fostering of language development with instruction from a native speaker (Madame LeBoeuf, French Teacher), as well as dual-language instruction in both French and English. Madame uses a process of “cooperative and process writing” instruction, making connections between these two languages at all times. Classes are “departmentalized” by content areas and by classroom teacher.

There is a school-wide understanding of this type of “enrichment model” towards Dual Language instruction that provides continuity from what students have learned previously in elementary school, enhances effectiveness, and allows for future expansion and growth. There is a focus on “bi-literacy” in both French and English language, with concurrent support of the NY State Common Core Learning Standards.

17. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Our ELLs receive the required services, resources, and accommodations according to their appropriate age, grade level, Fountas & Pinnell levels, and levels of English proficiency. Other ways we achieve this include:

- Parent Coordinator as liaison between students and home environment
- Pupil accounting secretary to ensure accuracy of student records
- STARS Coordinator

- Testing Coordinator to ensure accountability and accessibility to testing materials
- SPED Coordinator
- Field Support Team / Content Teacher Collaboration

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

MS256 conducts a “New Student Orientation” every August for all new incoming students. During this orientation, ELL students are provided oral translation in French and Spanish by MS256 staff members who are proficient in these languages. For any other languages, MS256 makes arrangements to have documents translated into the parent’s preferred language(s) through the use of the Translation & Interpretation Unit’s services. Throughout the school year, whenever MS256 receives a new ELL student, the same translation services are arranged, either in-house or by the T&I Unit. Our Parent Coordinator, Ms. Starrlynn Fikaris, and our Spanish teacher, Ms. Enid Soto provide translation in Spanish. Our French Language Arts teacher, Madame Leboeuf, and our ENL Teacher/Coordinator, Mr. Kilpatrick provide translation services in French. Any other languages that require translation services are accommodated through the use of the Translation & Interpretation Unit. Our Guidance Counselors, Mr. Greenfield and Ms. Finkel, also take part in the “New Student Orientation” as well as provide “Transition to High School” workshops to our 8th grade students. Our School Social Worker, Ms. Diana Roman, and our School Family Worker, Ana Padilla, are also involved and present in our workshops for incoming students and graduating students.

Whenever a new ELL students is enrolled at MS256, we make every effort to conduct daily, weekly, and monthly “check-in” sessions with those students. Our ENL Teacher/Coordinator, Mr. Kilpatrick works closely with our Parent Coordinator, Ms. Fikaris to ensure that all newly enrolled ELLs are getting the support that they need in the adjustment process to their new school environment. We also conduct specified parent outreach via telephone, email, and mail to inform parents/guardians (in their preferred language) of upcoming events, PTA meetings, Parent-Teacher Conferences, special school days, etc. in order to keep them informed of the many events that affect their child’s educational experience. We also encourage our ELL parents (as much as our non-ELL parents) to play an active role in the MS256 educational experience by attending meeting and events. When required, translation services are provided in French and Spanish by in-house staff/teachers, and any other languages are accommodated using the Translation & Interpretation Unit’s services.

19. What language electives are offered to ELLs?

We currently offer Spanish as an elective to all students (ELLs and non-ELLs) at the 8th grade level.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

MS256 uses a “two-way” and/or “dual language” model of instruction. Students enrolled in the Dual Language program receive 50% of their core content classes in French and 50% in English. These students receive instruction in a “full inclusion” classroom setting (i.e. both ELL and non-ELL students who are enrolled in our Dual Language program receive instruction in French in two core content areas in the same classroom setting) where our French Language Arts (FLA) Teacher, Madame Leboeuf, employs a “sheltered instruction” approach that provides students with continuing French language development, access to core curriculum, and opportunities for classroom interaction.

Students receiving Freestanding ENL services receive instruction in English 100% of the day. Our ENL Teacher, Mr. Kilpatrick, conducts both push-in and pull-out ENL services, working side-by-side with classroom teachers in certain content area classes (push-in), as well as providing small group pull-out instruction in a more self-contained classroom environment (pull-out).

b. In which language(s) is each core content are taught?
How is each language separated for instructions?

For students in the Dual Language program, they receive instruction in French in both French Language Arts and Social Studies. All other content areas are instructed in English.

c. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time

(simultaneously)?

During our dual language instruction, 50% of instructional time is in French and 50% in English.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our ENL Teacher/ Coordinator partners with our SPED Coordinator, Ms. Fazekas, to offer a variety of ELL-specific in-house professional development sessions, for example: Accessing IEPs Online; MOSL; Providing Scaffolds for ELLs; ELLs and ELL-SWD in the Differentiated Classroom; ELLs in a Mathematics Classroom; Creating an ELL-Friendly Classroom Environment; The Writing Process – A Scaffolded Approach; Implementing Successful Differentiation Strategies; Mastering English Through Project-Based Learning; Academic Vocabulary Strategies for ELLs; The Value of Guided Reading for ELLs; Supporting the ELL Student in the Home Environment.

We currently do not have any Assistant Principals at MS256.

Our ENL Teacher/Coordinator, Mr. Kilpatrick, has participated and continues to participate in a range of ELL specific professional development opportunities hosted by the NYC DOE. These include: CSNYC Education Meetup: Coding and Technology in the Classroom; Beyond Translations – Bridging School, Family Language and Cultural Differences; District 3 ELL Start-Up; Summer STEM Institute; Providing Access to 21st Century Careers; NYSESLAT Scoring Training; New CR Part 154 Training; Title III AMAO Training; Changes to the 2015 NYSESLAT Training; STEM Pilot Program Workshops; Developing Questioning & Discussion Techniques for ELLs; Writing Language Objectives for ELLs; Scaffolding for ELLs; Art & Human Development Task Force 2015 Webinar; Hack The Universe 2015: Using Technology in the Classroom.

Our two Guidance Counselors, Mr. Greenfield (mandated SPED counselor) and Ms. Finkel (whole school at-risk intervention), receive specific in-house professional development that targets our ELL students' need, e.g. scaffolding for ELLs, assessing ELL curriculum needs, intervention for ELLs, etc. They also participate in outside professional development opportunities that specifically related to ELL student and parents make the transition to high school.

Our school secretary, Ms. Rangel, and our Parent Coordinator, Mr. Fikaris, both long-standing DOE employees, have participated in a variety of professional development trainings over the years. Most recently, in September 2015, they received CR Part 154 compliance training from our ENL Teacher/Coordinator, Mr. Kilpatrick to specifically address ELL reporting and compliance revisions.

All teachers servicing ELL students at MS256 are encouraged to attend ELL-specific professional development opportunities. We are connected to the Department of English Language Learners and Special Services (DELLSS) through email alerts to new and upcoming ENL and Dual Language specific professional development opportunities. Specific professional development opportunities thus far in 2015 have included:

- Manhattan Field Support Start-Up for ENL and Bilingual Programs (Program Review)
- Revisions in CR 154 for ELL Compliance
- Beyond Transitions: Bridging School, Family, Language and Cultural Differences
- What is ENL Instruction? Strategies and Methodologies
- Analyzing Assessments and Our ELL Population (NYSITELL and NYSESLAT)
- Scaffolding Writing Lessons for ELLs
- Using Technology to Create Interactive Lessons to Engage ELLs
- Creating Sentence Stems and Language Objectives for MATH
- Unpacking the New NYSESLAT and Implications for Instruction
- STEM for ELLs
- NYSABE (New York State Association of Bilingual Educators) Conference

Our calendar for PD dates is as follows: Mondays, 3:10pm – 4:20pm.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

At MS256 we have ELL students in all six of our classes; therefore, all teachers have received ongoing professional development that is focused on curriculum mapping and unit planning that is aligned to the Common Core Learning Standards. Through professional development opportunities (both in-house and outside) MS256 teacher continually receive tools and training in order 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 bring their work (results of new skills/knowledge they have acquired through professional development) into weekly

content area team meetings in order to receive peer feedback and continually reflect and make improvements as student outcomes are assessed throughout the year. This specified area of professional development is ongoing; 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.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To help staff support our ENL students as they transition from elementary school to middle, and from middle school to high school, our team of Guidance Counselors, School Social Worker, School Psychologist, and Parent Coordinator work in alignment with classroom teachers and ENL and Special Education teaching staff members to support our incoming students from elementary school in making the transition to middle school, as well as guiding our 8th graders as they prepare to move on to high school.

A 6th grade orientation is conducted in August to help all incoming 6th graders prepare themselves for the rigors of middle school-level instruction. Our Parent Coordinator will translate in Spanish, and arrange to have a French-speaking teacher available to translate in French, regarding the rules, expectations, and guidelines to help them make the transition to middle school. Guidance Counselors are available to work with any students who are having trouble adjusting to their new school environment.

Outgoing 8th graders are guided through the process of applying for high schools throughout New York City by our Guidance Counselors and Parent Coordinator through information sessions and outreach programs. Translation is provided when needed, school tours are arranged, assistance is provided when writing application essays and completing applications. Our Parent Coordinator reaches out to all 8th grade parents to explain the process of applying for NY City high school(s) and inform them of the services we provide to help them through this process.

Our two Guidance Counselors, Mr. Greenfield and Ms. Finkel, through the NYC DOE Office of Guidance and School Counseling, receive updates on profession developments opportunities targeted at middle school students transitioning to high school, as well as 5th graders coming into middle school. They receive electronic copies of the Counselor Connections Newsletter, a bi-monthly newsletter is designed to keep school counselors, social workers, and SAPIS connected to important policies, resources and opportunities that directly impact their work with students, families, and educators.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

We provide a minimum of 15% for all Teachers, and 50% of total hours for Bilingual Teachers of the required professional development hours per CR Part 154. These professional development hours focus on best practices for co-teaching, integrating language and content instruction for ELLs, and scaffolding/differentiation techniques for ELLs. Agendas and sign-in sheets are kept for all professional development sessions in our ENL Coordinator's office.

In addition to our in-house schedule of weekly professional development sessions, our ENL Teacher/ Coordinator Mr. Kilpatrick, and our FLA Teacher (Dual Language Program Coordinator) Madame Leboeuf, attend NYC DOE sponsored professional development that is specifically related to the ELL student/parent population. These out-of-house professional development opportunities help to make up the required 50% of total PD hours specifically for teachers in these license areas. Examples of ELL-specific professional development opportunities that our ENL/FLA teachers have attended include: CSNYC Education Meetup: Coding and Technology in the Classroom; Beyond Translations – Bridging School, Family Language and Cultural Differences; District 3 ELL Start-Up; Summer STEM Institute; Providing Access to 21st Century Careers; NYSESLAT Scoring Training; New CR Part 154 Training; Title III AMAO Training; Changes to the 2015 NYSESLAT Training; STEM Pilot Program Workshops; Developing Questioning & Discussion Techniques for ELLs; Writing Language Objectives for ELLs; Scaffolding for ELLs; Art & Human Development Task Force 2015 Webinar; Hack The Universe 2015: Using Technology in the Classroom.

Our calendar for PD dates is as follows: Mondays, 3:10pm – 4:20pm.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are given many opportunities throughout the school year to come to MS256, meet with teachers and other staff members, and discuss goals, language progress, language proficiency results and language development needs of their child. In addition to the initial HLIS interview, parent selection and program placement meeting, and annual meeting with parents, as per CR 154, MS256 provides 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;
- Parents are encouraged to come to monthly parent workshops held on Saturdays, parent/teacher conferences, PTA meetings, and other school-wide parent focused meetings. Weekend workshops are based on parental participation and involvement in school-wide activities, academics, and charitable/community events.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All records, correspondence, and documentation of ELL-specific annual meetings are maintained by our ENL Teacher/Coordinator, Mr. Kilpatrick, and kept on file in the ENL Department. Agendas and sign-in sheets are kept for all meetings. Reflection sheets, meeting minutes, parent outreach logs, and follow-up logs are kept by individual teachers as pertaining to the ELL students who they service.

To keep parents informed of annual individual ELL-focused meetings, letters are sent home in student backpacks, outreach phone calls/text messages are made, and information is disseminated through a "school blast" email. Parents who have requested correspondence in their preferred language(s) receive translated materials, done either by our in-house staff (French and Spanish), or by the Translation & Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. MS256 encourages ELL parents to be actively involved in all ongoing activities. We evaluate the needs of our parents and work together to meet those needs through various resources. During the school day, parents are invited to attend meetings and workshops presented by CBOs and our PTA, as well as attend educational class trips. MS256 provides support and technical assistance in planning and implementing effective parental involvement activities to improve student achievement and school performance, namely through invited participation in the following events:
- English for Parents Workshops
 - Skills for Parents Workshops (secretarial, GED, etc...)
 - School Tours arranged and hosted by our Parent Coordinator
 - Wellness Night
 - Transitioning to High School Workshops

To increase parental participation and involvement, parents are encouraged to take part in the following activities:

- PTA Meetings
- Common Core Workshops
- Instructional Specialist activities to enhance student achievement
- Classroom and school-wide celebrations
- Multicultural Celebration/International Lunch

Parents receive regular information updates on school events, workshops, employment opportunities, and other relevant information. Parents who have requested materials in their preferred language receive translated materials done by our in-house teaching staff for French and Spanish. For all other languages, we enlist the services of the Translation & Interpretation Unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
To continually promote and develop our French Dual Language program, MS256 has partnered with the French Embassy in New York City, under the auspices of Mr. Fabrice Jaumont. We recently sent two teachers and a PTA parent to represent MS256 at the 2nd Annual Bilingual Education Fair held at Hunter College in New York City.

Our Art/Health Teacher, Ms. McBrean, and our Parent Coordinator, Ms. Fikaris, collaborates with the Urban Advantage Program that promotes outreach and student interaction with a variety of museums across New York City, such as The Museum of Natural History, Brooklyn Botanic Gardens, NY Hall of Science, and The New York Botanical Gardens in The Bronx.

We also partner with Wounded Warriors, Pennies for Patients, and Animal Rescue to promote community service and involvement among our students and staff.

MS256 is pleased to collaborate with Healing Arts Initiative (HAI) to host our year-long afterschool program. Classes covered in afterschool include: art, dance, homework prep., music, sisterhood, and young adult development.

In all of our partnerships with CBOs, we encourage parent participation by disseminating information in English and the parents' preferred languages through letters that are sent home in student backpacks, outreach phone calls/text messages are made, and information is disseminated through a "school blast" email, as well as information discussed at our monthly PTA meetings. For materials that require French or Spanish translation, we use our in-house staff members Madame Leboeuf, Mr. Kilpatrick, Ms. Soto, and Ms. Fikaris. For all other languages, we enlist the services of the Translation and Interpretation Unit.

5. How do you evaluate the needs of the parents?

MAS256 maintains a School Leadership Team (SLT) made up of teachers, staff members, and parents.

Each year we conduct a "Parent Survey" for parents to submit comments and make suggestions about the educational and behavioral environment at MS256, and to suggest ways of better serving our parent/guardian community's needs.

PTA nights are hosted quarterly and well attended by teachers, staff members and parents. This forum allows all members of the MS256 community to review growth, reflect on milestones, make suggestions for change and improvements, and look to a bright future for all students at MS256.

We also host a "Parent Engagement" opportunity every Thursday afternoon where parents can make arrangements to come to MS256, meet with teachers and staff, discuss their child's academic progress, voice concerns, and ask any questions.

6. How do your parental involvement activities address the needs of the parents?

The many parental involvement opportunities we provide at MS256 are designed to accommodate the diverse needs of our parent/student population. First in our mind is meeting the needs of our students and families.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>MS256</u>		School DBN: <u>03256</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Zager	Principal		10/30/15
n/a	Assistant Principal		10/30/15
Starrlynn Fikaris	Parent Coordinator		10/30/15
Gregory Kilpatrick	ENL/Bilingual Teacher		10/30/15
Naomi Frazier	Parent		10/30/15
Jeffrey MacCullough	Teacher/Subject Area		10/30/15
Kendria Griffith	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Patricia Leboeuf	Other <u>French Language Arts</u>		10/30/15
Jessica Fezekas	Other <u>SPED Coordinator</u>		10/30/15
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 0 **School Name: Academic and Athletic Excellence**
Superintendent: Altschul

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At MS256, a Home Language Identification Survey (HLIS) is given to each parent registering a child into a DOE school for the first time, or for students who have been out of the NYC DOE system for more than two years. The HLIS is used to determine the native language of the child, in particular the language most commonly used at home.

We analyze the RHLA (Home Language Report) from ATS periodically to identify the native/home languages present in our school population each year. We also obtain information from the Emergency Contact cards on which parents indicate their preferred written and oral language of communication. Based on the findings of the RHLA and Emergency Contact cards, we are able to identify the specific families and languages requesting translation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Analysis of our RHLA (Home Language Report) shows that 46.6% of our parents require oral interpretation and written translation of school distributed materials in the following languages: Bambara, 2%; Bengali, less than 1%; Chinese, less than 1%; French, 18.2%; Fulani, less than 1%, Greek, less than 1%, Korean, less than 1%; Mandinka, less than 1%; Russian, less than 1%; Spanish, 17.4%, and Wolof, 4%. MS256 maintains an on-going report/spreadsheet that is updated regularly with the languages that parents speak by class and grade.

Language	6th grade	7th grade	8th grade
French	4	7	
Spanish	1	2	1
Wolof	2	3	
Bambara	1		
Bengali		1	
Chinese			1
Fulani	1		
Greek	1		
Korean		1	
Mandinka		1	
Russian		1	

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents may require translation:

- Notices of Parent-Teacher Conferences held on September 16, November 17, March 17, and May 11
- Monthly PTA meetings – second week of every month
- Notices of Special Events - ongoing
- Parental Consent forms – ongoing
- Invitations for AIS and Enrichment Programs - ongoing
- New York State Testing dates as per the testing calendar – late March/early April
- ELL specific materials as per CR Part 154 – early September and ongoing

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

In order to foster strong parent-school partnership, every Thursday morning from September to June is devoted to teachers and support staff meeting with parents to discuss critical information about their child's education. Parent-Teacher Conferences are scheduled for September, November, March, and May. All teachers are accommodating to parents' varied work schedules and are willing and available to set up parent conferences when convenient for parents. Guidance Counselors also reach out to parents on a daily basis to discuss any issues students may be having in the classroom, both academically and behaviorally.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the identified needs, as indicated in Part B, and in order to foster communication, MS256 provides written translation of all notices and parent communication materials. We refer to the Translation & Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit for a variety of translated templates for school holidays, parent-teacher conferences, and other DOE notices. MS256 utilizes in-house resources on behalf of teaching staff members who are fluent in French and Spanish to provide written translations of all necessary documents. When other languages are required, documents are forwarded to the Translation and Interpretation Unit of the NYC Department of Education. Voicemail/Text blasts to parents are translated by in-house staff when possible; otherwise, the services of the Translation & Interpretation Unit are called upon. It is essential to plan in advance and submit translation requests in a timely manner to the T&I Unit (or vendor for languages the Unit does not cover) to ensure translations are distributed at the same time as English documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services in French and Spanish will be provided by our in-house school staff who are proficient in these two languages. We keep an on-going roster of bilingual staff members who can be called upon to interpret when needed. For other languages when we do not have an in-house staff member to help translate, we engage the services of over-the-phone interpreters via the Translation and Interpretation Unit. We do not use students to interpret for their parents, nor should parent volunteers be used to communicate information about students' academics, etc.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services, the pertinent information will be placed in our school handbook of policies and procedures. Also, all staff members, including safety agents, will be given Language Palm Cards during the Professional Learning Day in September. At least one Professional Development session during the school year (preferably in September) will address the protocol and provide resources for requesting translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

According to Section VII of Chancellor's Regulation A-663, parents will be notified as follows:

The school will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the availability of interpretation services. Parents who speak a non-covered language shall receive translation of forms from the Translation and Interpretation Unit. Parents will be given access to the Department of Education website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services. Parents are given access to the Parent's Bill of Rights and all safety procedures in their native language. Note: all notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator will gather feedback from parents on the quality and availability of services through conversations and parent surveys. Our ENL Coordinator will also solicit feedback from parents during any ELL-specific meetings, trainings and parent-teacher events.