



CONSELYEA PREPARATORY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: CONSELYEA PREPARATORY SCHOOL
ADDRESS: 208 NORTH 5 STREET
TELEPHONE: 718-486-6211
FAX: 718-486-6771

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400010577 **SCHOOL NAME:** Conselyea Preparatory School

SCHOOL ADDRESS: 208 NORTH 5 STREET, BROOKLYN, NY, 11211

SCHOOL TELEPHONE: 718-486-6211 **FAX:** 718-486-6771

SCHOOL CONTACT PERSON: MARIA MASULLO **EMAIL ADDRESS** MMasull2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen Stevenson

PRINCIPAL: MARIA MASULLO

UFT CHAPTER LEADER: Theresa Fitzpatrick

PARENTS' ASSOCIATION PRESIDENT: Enza Giordano

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: LUCILE LEWIS/Olga Mejia-Glenn

SUPERINTENDENT: JAMES QUAIL

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Maria Masullo	Principal	Electronic Signature Approved.
Karen Stevenson	Admin/CSA	
theresa fitzpatrick	UFT Chapter Leader	
jessica mazzarelli	UFT Member	
thomas Macdonald	UFT Member	
Dina nelson	UFT Member	
marie Crane	Parent	Electronic Signature Approved.
Christa masullo	Parent	
Lisa Salvati	Parent	
Vincenza giordano	Parent	
Aracelis Arroyo-Youngblood	Parent	
Clara Amore	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

We encourage and build multicultural awareness and sensitivity in all children and adults, as well as a fundamental respect for self, others and the community. Our goal is to make the "school" experience the cornerstone of a student's "lifelong" learning experience, insuring that the needs of all of the children are our priority. We will continue to provide a safe and orderly school environment for all children as well as a collaborative atmosphere among students, parents,

teachers, and administrators.

Students at our school look forward to the individualized instruction and the academic guidance offered by all our staff members. Students' appreciate the personalized attention they receive in our family orientated community. Our teachers personalize instruction to meet the goals of each student. They meet individually with their students to set goals for the year. Students are assessed through teacher observation, conferencing, formal assessments and benchmark assessments.

Our school continues to work closely with The Urban Advantage Program, The American Ballroom Theatre, The Rachel Cooper Foundation, CHAMPS, Beat the Streets, High School, IL Piccolo Teatro, The Beacon Program, NFL Junior, Sports and Arts, Brooklyn Botanical Gardens, Young Artists in The Community, Hall of Science, Susan G. Komen Foundation and Pennies for Patients Leukemia Society, and Autism Speaks We feel building community relationships will better serve our students academically as well as socially.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Conselyea Preparatory School								
District:	14	DBN #:	14K577	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		94.3	93.9	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.7	95.60	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	128	124	159	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	127	131	123		66.9	66.9	83.1		
Grade 8	125	135	137						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	8	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	380	390	419	(As of October 31)	2007-08	2008-09	2009-10		
					5	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	1	TBD		
# in Collaborative Team Teaching (CTT) Classes	12	11	23	Superintendent Suspensions	2	7	TBD		
Number all others	30	40	37						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
(BESIS Survey)					0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual	0	0	0		0	0	0		

Classes							
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	12	18	20	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	12	Number of Teachers	25	27	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	6	6	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	72	74.1	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	44	40.7	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	93	TBD
American Indian or Alaska Native	0.5	0.5	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95	79.2	TBD
Black or African American	11.6	12.1	8.4				
Hispanic or Latino	61.6	62.8	67.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.3	3.1				
White	22.6	21.3	21				
Multi-racial							
Male	49.7	50	48.9				
Female	50.3	50	51.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	90	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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Since the move three years ago, we continue to have an increased enrollment year after year. We are fortunate that our school is one of the top choices for middle school, but we no longer can accommodate an increased population. Our current enrollment of 445 (14 classes) students receives the best education within a floor and half, (14 classrooms, 1 computer lab, and 1 exercise room). The physical constraints limits our students the much needed space for any adolescent child. School wide scheduling is major task which is critical to the overall flow of the school. We are fortunate that our teachers work through any barriers they are presented with, including sharing classrooms with several different subject teachers. We will continue to provide our students with a safe and nurturing educational environment, but we strive for an overall state of the art Middle school that will enhance educational opportunities for our students Middle School 577 boasts on creating a high performing family oriented school, which the students absolutely love and enjoy. A testament to our solid foundation relates to our commitment to student needs and no teacher turnover.

After careful analysis of the NYS data, we created an added academic program for all students within the school day. Our new peer tutoring program is used to enhance the knowledge of our students by using student to student relationships. Students are paired according to their overall assessment results and divided into groups by the areas in need of improvement. Each lesson is led by a teacher and reinforced by a peer.

One of our greatest achievements is the well established school wide tracking system which enables all staff to continuously monitor the gains and deficits of summative student information for continued instruction and guidance structured toward student needs. We have most dedicated group of professionals that made sure our new location was transformed into a second home for the students. Our staff is what makes this school one of the most caring and nurturing environments in NYC.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
To increase the number of students who are at or above the proficiency level in Math by 5% across all three grades.	To increase the number of students who are at or above the proficiency level in Math by 5% across all three grades.
To raise the number of students who are at or above the proficiency level in ELA school wide.	To raise the number of students who are at or above the proficiency level in ELA school wide.
To decrease the number of 8th grade students (9 students to 4 students) by 50%, who were mandated for Summer School for the year 2009-2010. Students were mandated for summer school due to failing one or more of the major courses required for graduation.	To decrease the number of 8th grade students (9 students to 4 students) by 50%, who were mandated for Summer School for the year 2009-2010. Students were mandated for summer school due to failing one or more of the major courses required for graduation.
To increase the number of students who participated in our incentive program by restructuring our rewards system and sanctions as part of a strategy to reduce the number of disruptive incidents to promote student outcomes	To increase the number of students who participated in our incentive program by restructuring our rewards system and sanctions as part of a strategy to reduce the number of disruptive incidents to promote student outcomes
To expand the resources for parent involvement by enhancing their ability to become more knowledgeable with their child's education. In 2009-2010, 143 parents logged onto ARIS. By June 2011, we will increase the number of parents logging onto ARIS to half the population of the school.	To expand the resources for parent involvement by enhancing their ability to become more knowledgeable with their child's education. In 2009-2010, 143 parents logged onto ARIS. By June 2011, we will increase the number of parents logging onto ARIS to half the population of the school.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students who are at or above the proficiency level in Math by 5% across all three grades.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Ø In order to meet the 2010-2011 goals for Math, we implemented a program to service students according to their individual needs. Beginning in September and continuing throughout the year, students are given 3 previous state exams. During Math department meetings, we discuss and create item skills analysis and class analysis spreadsheets based on the results of those exams. All item skills analysis data is use to drive instruction, whether it is in small groups or whole test prep lessons. Groups are created by analyzing similar deficiencies of the students within the class. Groups are pulled out and serviced by Math teachers and Science teachers during their professional periods. Groups are pulled 2 times per week. The whole class instruction (Test Prep) which is guided by the class item skills analysis is done twice a week. Ø Students will be given anchor papers from the 2009 exam and compare their results to the rubrics to self monitor their work Ø Teachers will model the thought processes that she/he uses when answering multiple choice questions Ø Teachers will model the correct answers for the Part 2 questions Ø Teachers will review, and dissect the State rubric for the Math exam. They will then explain and review it with anchor papers to allow the students to fully understand the process of getting full credit. Ø Students will comment on each others work using a peer tutoring model Ø The New Math Coach will continue to support all Math teachers with model lessons, coaching meetings and by working with the targeted students in each class. Ø The Math Teacher will model lessons for the Science teachers, so they have direction/lessons to work with their groups of students. Ø The New Math Coach will also organize the material to be used during small group instructional time. Ø All teachers will be observed formally/informally from the AP and Principal to ensure support to them and support to the students. Ø The New Math Coach will provide model</p>

	<p>lessons and conference notes to support the teachers. Ø Teachers will use Aquity and Student Performance Series in order to assess student learning outcomes.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Fair Student Funding-after school, small group instruction, materials, teacher salaries • Children's First Network Support-CLSO, Partial Teacher • Children's First Operating Funds-paraprofessional • NYSTL-software, trade books, textbooks • Title 1 School wide-Teacher salaries, AP partial, partial lead teacher, partial literacy coach</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>☐ Quarterly benchmark assessments which are created from past state assessments, teacher assessments, teacher observations, progress reports (3x per year) and report card grades.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To raise the number of students who are at or above the proficiency level in ELA school wide.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ø In order to meet the 2010-2011 goals for ELA, we implemented a program to service students according to their individual needs. Beginning in September and continuing throughout the year, students are given 3 previous (2008, 2007 2009) ELA state exams. The exams are given 3 times per year-Sept, Nov. and late Dec. During ELA department meetings, we discuss and create item skills analysis data based on the results of those exams. All item skills analysis data is used to drive instruction, whether it is in small groups or whole group lessons. Groups are created by analyzing similar deficiencies and strengths of the students within the class. Groups are pulled out and serviced by additional ELA/Social Studies</p>

	<p>teachers during their professional periods which are programmed during the students ELA periods. Groups are pulled 2 times per week. The whole class instruction which is guided by the class item skills analysis report is done three times per week during a 90 minute block. Ø During our enrichment clubs, students who performed below grade level will be grouped according to deficiencies and receive additional instruction 2x per week for 45 minutes in a small group setting. The Lead teacher and ELA coach will analyze data to create the groups and assist with delivering the instruction to those in the bottom third of our population. Ø Students will be given anchor papers from the 2009 exam and compare the results to the rubrics to become aware of how to score above proficient on the State test. Model papers from previous years will also be used. Ø Teachers will review, and dissect the State rubric. They will then explain the State Rubric and review the anchor papers with the students to fully understand the process of getting full credit. Ø Teachers will model the thought processes that she/he uses when answering multiple choice questions Ø Teachers will demonstrate the use of Reading Skills throughout the year during the ELA block Ø Teachers will monitor the writing process with the students. They will empower the students to self-monitor their work. Ø Students will work in peer tutoring groups during the writing period. Ø The Writing process will be displayed throughout the year as a visual reminder of the cycle. Ø Students and teachers will make comments on the work being done in the classroom setting. Positive feedback and constructive criticism afford the student the support needed for them to make progress on their next writing piece. Comments are crucial Ø Students and teachers will write positive and suggestive comments to raise the level of the students work on their next piece. Ø The Literacy Coach will continue to support all ELA teachers with model lessons, coaching meetings and by working with the targeted students in each class. Ø The Literacy Teacher will model lessons for the Social Studies teachers to follow during their small group instruction</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding-after school, small group instruction, materials, teacher salaries • Children's First Network Support-CLSO, Partial Teacher • Children's First Operating Funds-paraprofessional • NYSTL-software, trade books, textbooks • Title 1 School wide-Teacher salaries, AP partial, partial lead teacher, partial literacy coach
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To decrease the number of 8th grade students (9 students to 4 students) by 50%, who were mandated for Summer School for the year 2009-2010. Students were mandated for summer school due to failing one or more of the major courses required for graduation.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ø The 8th grade team will assess the new incoming 8th grade students and target those who performed below grade level from the on the NYS exams and/or course work for the 2009-2010 school year. Ø All 8th grade teachers will confer with the teachers who had the students in the prior year to discuss work habits/struggles/ parent communication and successes Ø A clear plan will be made for each individual student to ensure a higher graduation rate than in the year 2009-2010. Each plan will be created by the PPT team, administration and the 8th grade teachers. Ø A contract will be created to clearly identify the needs of the individual student with the plan attached for the students o follow to guarantee success. This contract MUST be signed by the 8th grade team, the 8th grade advisor, the student, the parents and a member of the administrative team. Ø All subject specific teachers will monitor their students to make sure they are completing all assignments, passing all assessments and making additional contact with the parents if the child is not complying with the signed contract. Ø All parents will be notified of the graduation requirements as early as Oct. 2010. Ø All 8th grade parents will be invited to participate in a workshop called “Working to Ensure Success in your Child’s Future in School” hosted by the PPT team. to use during goal setting weekly congruence sessions Ø Bi-monthly progress reports will be distributed.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Fair Student Funding-teacher salary, supplies • Title 1 School wide-Parent involvement • IDEA-Partial guidance counselor salary</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students who participated in our incentive program by restructuring our rewards system and sanctions as part of a strategy to reduce the number of disruptive incidents to promote student outcomes</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ø All students will be made aware of this system through a school assembly and student/parent handbook in September Ø A parent orientation for all grades will take place the first week of Sept to clearly explain to the parents the new reward system, incentive reward trips and to sign the parent/student contract. Ø Students will receive N.U.T cards weekly if they have 5 or more merits Ø All tracking of students' merits and infractions will be the sole duty of the grade advisor. Ø The Principal and Assistant Principal will review the yellow cards daily Ø All infractions given by teachers must be followed through with a phone call to parents Ø All phone calls must be added to the Phone Log To Parents which is submitted weekly Ø Teachers have agreed to make 5 or more positive phone calls to increase parent awareness of their child's successes Ø Yearly incentives will be advertised through the website, hallway posters, displays of bulletin boards with pictures from the previous year's trips, flyers and homeroom teacher announcements. Ø Weekly announcements will be made to increase school spirit</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Fair Student Funding-Teacher salaries, supplies • IDEA-partial guidance counselor salary • Title 1 School wide-partial social worker salary</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To expand the resources for parent involvement by enhancing their ability to become more knowledgeable with their child’s education. In 2009-2010, 143 parents logged onto ARIS. By June 2011, we will increase the number of parents logging onto ARIS to half the population of the school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Ø To create monthly workshops for parents to have access to a computer to log onto the ARIS system. parents interest through a September survey Ø To offer an incentive to the students to get their parents to log onto the system for important information about their child. Ø To open the computer lab during parent teacher conferences to offer a quick course about signing onto the system. Ø The parent coordinator will solicit the parents through phone calls, emails and the new global connect system that automatically calls all parents with the message you choose for the parents to be provided with Ø The Parent Coordinator will post new messages pertaining to ARIS on or school website, and school sign located outside the school building Ø Postcard mailings will be used to increase parent awareness of this system</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>• Title 1 School wide- 1% Parent Involvement • Title 1 ARRA-1% Parent Involvement • Fair Student Funding-supplies • Tax Levy Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	85	63	18	18	5		4	30
7	70	64	30	1	14			10
8	61	45	28	61	10			10
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p>
<p>Science:</p>	<p><input type="checkbox"/>The “at risk” students are determined through assessments given during classroom instruction. The Science teachers offer all students the opportunity to remain after school to reinforce the concepts that were taught throughout the day.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/>The “at risk” students are determined through assessments given during classroom instruction. The Social Studies teachers offer all students the opportunity to remain after school to reinforce the concepts that were taught throughout the day.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/>The “at risk” services take place during lunchtime or when the need arises. The guidance counselor creates instruction based on surveys taken by the students who are “at risk”. The groups are not mandatory and are constantly changing. Topics discussed are geared to address social and emotional issues. Literature is used to reinforce and educate the students on these topics.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/>The School Psychologist meets with students based on the severity of the problem. Cases are determined during weekly PPT meetings, teacher recommendations, and emergency situations. The “at risk” services take place as needed regardless of the time of day.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/>The Social Worker meets with students to discuss issues that may prohibit them from engaging and accelerating success in their education. The Social Worker discusses the High School process with the 8th grade at risk students. The “at risk” services take place 5 times per week during the early morning, or at lunch, whichever is conducive for the students</p>

At-risk Health-related Services:

The “at risk” services take place 3 times per week during lunch. All groups are formed through friendly discussions during Science/Health period. The groups are gender specific, so thoughtful adolescent conversations and problem solving could take place.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

6-8

Number of Students to be Served:

LEP 10

Non-LEP 24

Number of Teachers 1

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

MS 577 has 8 students at the advanced level of English proficiency and 1 student at the intermediate level of English proficiency. These students receive instruction from our certified ESL teacher. Our program is based on a push-in model, within the ELA courses of the students. The ESL teacher works closely with content area classroom teachers to provide the mandated language support services. The former ELLs are performing at the following levels according to the NYS ELA assessment: 3-Level 1's, 7-level 2's, and 1 Level 3. The former ELL students receive additional support from the General Ed ELA teachers and the ESL teacher during the regular programmed day. In addition, they are receiving individualized support through the supplemental program, Achieve 3000. The supplemental Title III program will be Achieve 3000 (TeenBiz3000). Achieve 3000 will absorb the school's allocation of \$15,000 in Title III funds. Achieve 3000 Teenbiz3000 is a computerized program that provides individualized instruction for ELLs using differentiated instruction according to students' needs. The program for ESL and former ELL students will provide students with the interventions tailored to their reading and writing needs. All students will have their own log on information to utilize Achieve 3000. Once the student completes the assessment, the program will generate a tailored specific instructional program. Achieve 3000 analyzes student performance and provides skill appropriate lessons for ELL's. The program is scheduled once a week, for 90 minute sessions during our remediation period, which is in **addition** to our mandated hours. This curriculum will provide students opportunities to engage in reading and writing skills geared to their results from the computerized program.

Achieve 3000, IMac computer lab and working folders.

After School ELA and MATH Program

MS 577 implements an ELA and Math after school program from January 11, 2011 through May 12, 2011 for all students, including Special Ed and ESL (former and current) in all grades. Tax Levy money is used for teacher salaries and materials. The program is two days per week, at an hour and half a day. The program focuses on grouping students according to their areas of weakness in ELA and MATH skills according to our hard and soft data (assessment benchmark item skills analysis, acuity item skill analysis and teacher recommendations) given through MS 577. Title III funds will be used to purchase Achieve 3000 (TeenBiz3000) to supplement this program.

Rationale for the selection of program/activities, including the data supporting the choice of program:

The rationale behind the program is to enhance the ESL students (former and current) ability to read, write and comprehend the English Language in accordance with NYS common core standards. Achieve 3000 conducted a National study of Lexile performance for more than 180,000 students who used TeenBiz3000 differentiated literacy solutions during the 2008-2009 school year. These students demonstrated a significantly higher nonfiction performance level of Lexile gains more than double the expected growth norm average.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

The following PD sessions are being provided by Achieve 3000 at no-cost to the plan:

Getting Started with Achieve 3000

All teachers will receive a 6-hour professional development session for them to prepare to implement the Five-Step Literacy Routine in the Student and Teacher Editions of KidBiz/TeenBiz/Empower by setting up classes, reviewing planning tools, stepping through the Literacy Routine, and interpreting reports that monitor student usage and performance. Appropriate materials to assist in program implementation are provided. The goal of this professional development is for teachers new to Achieve3000 to become fully knowledgeable in all basic aspects of using the solutions. Class Setup is included.

Aligning Content to Curriculum

Teachers will gain an understanding of the role of literacy in the content areas and key supporting research. The session includes hands-on practice planning and creating units that match content-area themes and other instructional requirements. Teachers will also learn about Achieve3000 features that support literacy across the content areas and how to make use of formative assessment data available on Achieve3000 reports.

Learning the Use of the Mac Computer

Teachers will gain the knowledge of how to use a Mac computer. They will be given the opportunity to learn the logistics of the system. In addition, a short amount of time will be spent reiterating how to log on to the ARIS and ACUITY systems for teachers to collect, analyze and post data.

Parent Involvement

In September of 2010, we offer all MS 577 parents orientation sessions. The orientation sessions are divided by specific grade, special needs students and ESL students. All parents are notified during the summer as to when the orientation will take place. At the ESL orientation, the parents were introduced to the fully licensed ESL teacher and to the push –in program their child would be benefitting from throughout the year. In addition, we host professional development ESL workshops on Saturdays throughout the year, some topics include, Understanding the NYSESLET, Understanding the ELA State Assessment, Getting Ahead with a GED, English as A Second Language for parents, Literacy for Parents of ESL students and many more. Topics change yearly based on the parent questionnaire distributed in September. All parent workshops are at no-cost from the Title III allocation.

Section III. Title III Budget

—

School: ms 577
 BEDS Code: 331400010577

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	15,000	<input type="checkbox"/> Achieve 3000 (teenbiz3000)
Purchased services - High quality staff and curriculum development contracts	n/a	<input type="checkbox"/> n/a
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	n/a	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> n/a
Other	n/a	<input type="checkbox"/> n/a
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

□

On a yearly basis, Middle School 577 is proactive in providing parents with the necessary translation services. Middle School 577 promotes parent involvement and works hard to communicate with our families to reach ample parental involvement. All major correspondences sent home are in multi-languages. We have a diverse language population, our highest non-English speaking families communicate in Spanish. Therefore we have numerous Spanish speaking staff members that are available when translation is needed for meetings/conferences. We have also have a small population of polish/italian speaking parents, whom are also offered translation by staff members. We have a small population of non-speaking families. For these families we use the DOE services to provided families with the information needed to During PTA meetings and parent teacher conferences we have two DOE staff members, who provide services to those families in need. Our school uses the available resources provided by the DOE to effectively communicate with all of our parents. Translations services are available based on the needs of the parent.

Our newest translation is sign-language. During PTA meetings and parent teacher conferences we have two DOE staff members, who provide services to those families in need. Our school uses the available resources provided by the DOE to effectively communicate with all of our parents. Translations services are available based on the needs of the parent.

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

□

Middle School 577 utilizes the demographic data provided to us by the HILS report. Based on the results, we utilize our resources from within our school community and the DOE. Middle School 577 is in high need of Spanish translation and Sign-language interpretation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our written translation services consists of all monthly calendars be dual language. We also provide daily written translation services by staff members in several different languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Monthly calendars are sent home in dual languages and all PTA correspondences are written in dual languages. During our PTA meetings we have staff members, parent volunteers and Outside vendors providing services in several languages as well as sign-language interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Middle School 577 will adhere to Chancellor's Regulation A-663 by communicating with parents through use of the translation services according to their needs

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$278.056.00	\$176.377	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1764.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	Money is allocated for coaches	*	
4. Enter the anticipated 10% set-aside for Professional Development:	Money is allocated for coaches	*	

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

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I- GENERAL EXPECTATIONS

M.S. 577 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

___ In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section III-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

___ The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

Parent Teacher Association (PTA) which includes the following sub committee’s:

- Preparing your child for High School
- CPR Classes
- Stress management

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parent Information Table – PTA Meeting/Parent-Teacher Conferences

Outside Vendors Table – PTA meetings

Community Info Evenings – Dates to be determined

The PTA will be distributing other informative material which includes, how to improve child's reading skills, questions to ask at parent/teacher conference, crafts you can do with your children, how to improve child's math skills, writer's process, or other suggestions that they might have of some interest to them.

___ The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

For the 2010-2011 year, we will be provide sign language translation for the parents in need.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

School Parent Compact

Middle School 577, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the school year.

Required School-Parent Compact Provisions
School Responsibilities

Middle School 577 will:

provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
small group instruction by teachers and paraprofessionals within the classroom setting

congruence with classroom teachers, administrators, Math Coach, ELA Coach and Lead Teacher
individual assistance with children in need, including before/after-school programs, lunchtime programs and Saturday Academy to further
enhance our academic intervention services
provide resourceful materials including audio and visual manipulative in the classrooms including smart boards
Foster a home library, give children the opportunity to purchase books at a discounted price through sponsored programs, P.T.A. book fairs
that mirrors our classroom libraries, including a wide variety of genres of different interests to better engage students in reading and
writing. A classroom library will be established so students will have the opportunity to select books from a wide variety
Reading is Fundamental (RIF) books twice a year and read with their families
2 Mobile Labs DELL and Apple – that are not of high quality. However, a full state of the art computer lab is being created. Project
expected to be completed by June, 2010. Full computer lab with Apple computers and modern technology, Smart Board, document
camera, etc, to further enhance our curriculum

Date: Tuesday, November 17, 2009
Time: 12:10 -2:20
5:30-8:00

Date: Wednesday, February 24, 2010
Time: 12:10 -2:20
5:30-8:00

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Progress reports will be given to each student three times a year, October, December and March, in all subject areas. Phone Logs are required of each teacher to increase parent awareness of their child's progress. The administrative team tracks positive and negative phone calls through this system. These logs are checked and filed for the entire year. Parents and teachers also have access to our www.MS577.net website which will inform all parents on the upcoming events, yearly calendar, homework assignments and email addresses for all staff members and, also includes a blog for Mrs. Masullo.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Our school has an open door policy for all parents and guardians. The entire staff will be available to the parents at their convenience. Teachers will publish their schedule for parents as to specific times they are available. This information will be distributed to parents in September during orientation. In addition, teachers will try to work with parents busy work schedules to try to meet them before and after school.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

During the month of September parents are invited to an Open House to their child's class for an overview of the school year. Teachers discuss their goals and objectives for the upcoming school year. We have an open door policy which allows for you to visit

at any time (NYS – except on testing days). In addition, parents are welcome to come help classes celebrate events such as Holiday, Cultural Events and Fundraisers.

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the participation in Title I School Wide, Part A programs, and to explain the Title I School Wide, Part A requirements, and the right of parents. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents.

Provide information to all parents in an understandable and uniform format. Upon the request of parents with disabilities, alternative formats and, to the extent practicable, in a language that parents can understand will be available.

Provide parents with information about Title I School Wide, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

Provide each parent an individual student report about the performance of their child on the practice State Assessments in Math and ELA, all Acuity reports in Math and ELA and State Assessments in Math and ELA.

Provide parents with an ARIS workshop 2x per year.

Provide parents with ARIS passwords and usernames so parents can view their child's assessments, attendance and past state exams.

provide parents with a letter that explains how their child did on practice exams, with a detailed section of what they need to improve on and various websites that students and parents could log on together for additional resources

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school

- monitoring attendance

- talking with my child about his/her activities every day

- scheduling daily homework time

- providing an environment conducive for study

- making sure that homework is completed

- monitoring the amount of television my children watch

- volunteering in my child's classroom

participating, as appropriate, in decisions relating to my children's education
 participating in school activities on a regular basis
 promoting positive use of my child's extracurricular time
 promptly reading the notices and checking the website/ARIS Assessment Website
 staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
 reading together with my child every day
 providing my child with a library card
 communicating positive values and character traits, such as respect, hard work and responsibility
 respecting the cultural differences of others
 helping my child accept consequences for negative behavior
 being aware of and following the rules and regulations of the school and district
 supporting the school's discipline policy
 expressing high expectation and offering praise and encouragement for achievement

Optional Additional Provisions
 Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework everyday and ask for help when I need to
- Read at least 30 minutes everyday outside of school time
- Give to my parents or the adult who is responsible for my well-being, all notices and information received by me from my school every day
- Signing notices of their commitment
- Sign a contract in September regarding rules and curriculum
- Sign off on all assignments

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable) - Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

I have read and understand the Title I School Wide Parental Involvement Policy and School-Parent Compact. By signing below, I agree to all aspects of the School Parental Involvement Policy.

Parent's Signature

Date

Principal's Signature

Date

PLEASE NOTE: PLEASE DETACH THIS PAGE ONLY WITH YOUR SIGNATURE AND RETURN TO THE SCHOOL.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Since the move three years ago, we continue to have an increased enrollment year after year. We are fortunate that our school is one of the top choices for middle school, but we no longer can accommodate an increased population. Our current enrollment of 445 (14 classes) students receives the best education within a floor and half, (14 classrooms, 1 computer lab, and 1 exercise room). The physical constraints limits our students the much needed space for any adolescent child. School wide scheduling is major task which is critical to the overall flow of the school. We are fortunate that our teachers work through any barriers they are presented with, including sharing classrooms with several different subject teachers. We will continue to provide our students with a safe and nurturing educational environment, but we strive for an overall state of the art Middle school that will enhance educational opportunities for our students Middle School 577 boasts on creating a high performing family oriented school, which the students absolutely love and enjoy. A testament to our solid foundation relates to our commitment to student needs and no teacher turnover.

After careful analysis of the NYS data, we created an added academic program for all students within the school day. Our new peer tutoring program is used to enhance the knowledge of our students by using student to student relationships. Students are paired according to their overall assessment results and divided into groups by the areas in need of improvement. Each lesson is led by a teacher and reinforced by a peer.

One of our greatest achievements is the well established school wide tracking system which enables all staff to continuously monitor the gains and deficits of summative student information for continued instruction and guidance structured toward student needs. We have most dedicated group of professionals that made sure our new location was transformed into a second home for the students. Our staff is what makes this school one of the most caring and nurturing environments in NYC.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students are provided with a 90 minute block schedule. This schedule provides intense individualized instruction to ensure all students are learning at their own level and pace. Lessons are prepared as a whole, and then broken down into sub-sections for smaller group instruction. All students are afforded the opportunities to attend saturday programs, after/before school academic programs, lunchtime tutoring and the homework help program.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

All provided programs are based on the needs of our students. Our school wide tracking program has been the driving force of instruction for the past 4 years. All students are invited to attend the different programs however, the foundation of all academic programs are derived from the benchmark assessments given throughout the school year during the day. Our extended block schedule enhances student learning because it allows a longer more intense hands on lesson plan. In the past the traditional 45 minute period was not enough time to allow the students to become fully emerged in the lesson.

o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

Middle School 577 continuously meets the needs of our school population. All students follow the same rigorous curriculum and are held to the same qualifications in order to meet promotional standards. Any student who is deemed as special education or receives any type of related services is held to the specific criteria stated on the IEP. We have a very successful learning environment regardless of gender or ethnicity.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

-
-
-
-

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

- 100% of Middle School 577 teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Page 12 – Goals and Objectives

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Involvement Policy Page 33

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Congruence periods 2x per week, Grade meetings 1x per week, September Planning, January Planning and June Planning.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Description of Academic Intervention Services

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

SAPIS worker delivers curriculum pertaining to health and life skills.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
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		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			278,056.00	True	#1,2,3
Title I, Part A (ARRA)	Federal	Yes			176,377.00	True	
Title II	Federal			N/A			
Title III	Federal			N/A	15,000.00	True	
Title IV	Federal			N/A			
IDEA	Federal	Yes			55,107 (ARRA CTT) & 17,078 (mandated shared)	True	#1,#3, #4
Tax Levy	Local	Yes			1,913,916	True	#1, #2, #3, #4, #5

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 N/A
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 N/A
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 N/A
 - c. Minimize removing children from the regular classroom during regular school hours;
 N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
As of October 29, 2010 Middle School 577 has one student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 The services provided to these students are, free lunch and free transportation.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K577_110110-094817.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CLSO	District 14	School Number 577	School Name Conselyea Preparator
Principal Maria Masullo		Assistant Principal Karen Stevenson	
Coach Jessica Mazzarelli/ELA		Coach Nevin Spinosa/Math	
Teacher/Subject Area		Guidance Counselor Erin O'Donnell	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Karen Marchione	
Related Service Provider Patricia Zalak		Other type here	
Network Leader Lucille Lewis		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	445	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.70%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The initial identification process for our ELL population is based on the information provided to us via the ATS (HILS) reporting system. This document provides our school with the necessary information to begin the appropriate services for our ELL population. Mrs. Zalak, our licensed ESL teacher is responsible for implementing and administering the HLIS and the Lab-R on new admits if necessary. The yearly NYSELAT testing is administered and scheduled by Mrs. Zalak (ESL Teacher), Mrs. Fitzpatrick (testing coordinator) and Mrs. Stevenson (Assistant Principal). During the month of September, Mrs. Zalak sends home an introduction letter stating the procedures and curriculum of the ESL program. Middle School 577 offers an ESL push-in model to assist all students in need. Parents are made aware of the choice options for ELL students through the Middle School Process guide. Students in need of other programs are referred accordingly. Students who enter our school community are placed in the appropriate class where they will receive the required assistance necessary for educational success. Students are made aware of their child's placement during orientation. Due to the limited choice options in our ELL program, all students have been placed in a push-in ESL model, which has been successful with our school, students and parents. Parents who have concerns about their options and the schools programs are invited to speak to the administration and ESL teacher anytime throughout the year.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	11	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	11
Total	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	11

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	2	1					8
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Our ESL program is delivered via a push-in model during content areas. All ESL students are placed in block classes that travel throughout the day. When scheduling our ESL program we chose to have all ESL students placed in the same class and grade appropriate. This decision was made to ensure the appropriate time allocation can be met. Middle School 577 meets the needs of all our students based on the proficiency levels of each student. Instruction is delivered in the English language. Our teachers focus on small group instruction with an emphasis on reading comprehension, grammar and vocabulary. Mrs. Zalak serves as an extra resource in the classroom for the ESL students. Her role is to provide the students with extra support and modify the instruction when necessary for her population. Students receiving ESL services from 4 to 6 years are monitored by the ESL teachers and content teacher to provide the skills necessary to function without using references toward the native language.

Students who are considered LEPS are monitored by the ESL teacher. These students are provided with small group instruction throughout the day in all subject areas. They are monitored by the ESL teacher as well as the core subject teacher. Instruction for our

LEP's is determined by student deficiency as well as students strengths. Our teachers work cooperatively to appropriately plan for daily lessons. Teacher created materials are provided to our students and continuous assessment is given to ensure progress. Based on the student outcomes, item skills analysis are formed to differentiate the skills needed to be addressed during individualized instruction. Constant monitoring through ARIS is beneficial for our staff to provide background on student performance. Our goal for all students is to prepare them for proficiency classification and functioning as a general education student without additional resources. Students who are classified as special needs are serviced accordingly to the needs specified on their IEP's. As a small middle school, Middle School 577 has been and continues to be successful in providing our students with intervention resources in all areas of study. Our teachers are constant providers of education and service the students throughout the day. We offer small group instruction, lunch tutoring, and peer tutoring as well as after school and weekend programs to enhance their education. Students, who reach proficiency status, will continue to be monitored. Our ESL teacher provides these students with familiar resources to ease the transition.

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

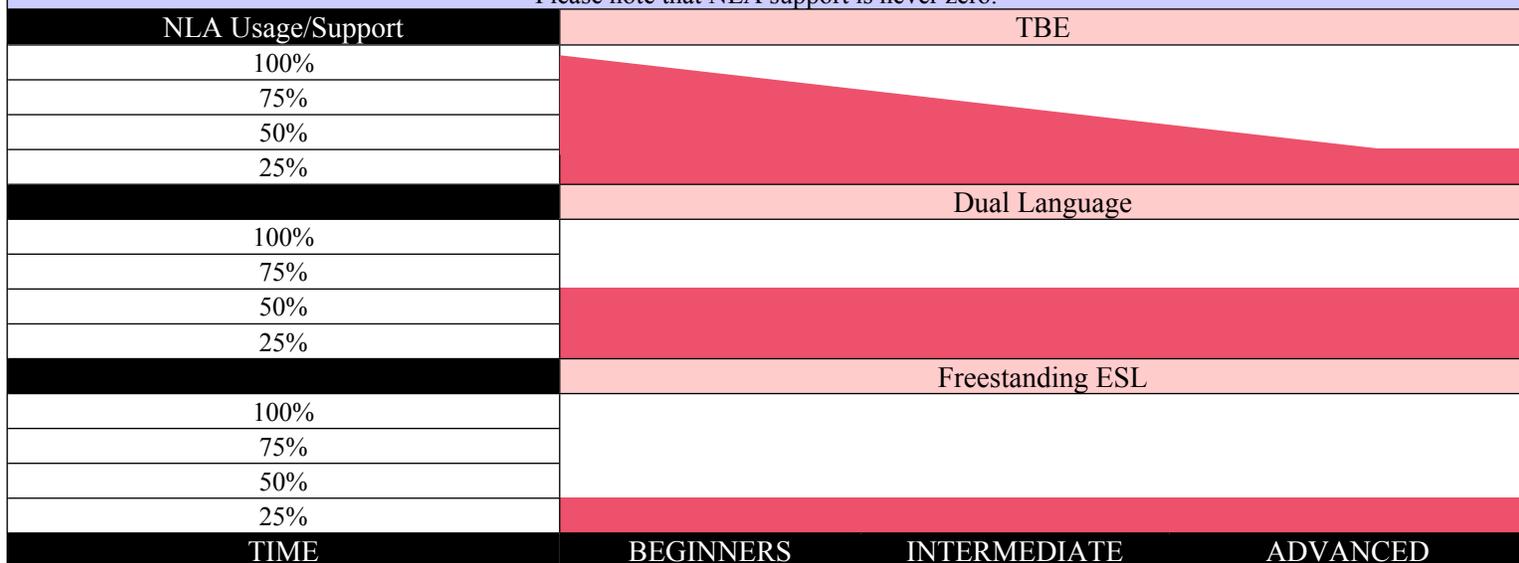
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Middle School 577 has implemented a school-wide peer tutoring program that is incorporated into the each student schedule. Students are broken up into sub groups and matched with a peer. Math and ELA instruction is led by teachers, and enhanced by student to student tutoring. All students receive any additional services that is stated on their IEP. Middle School 577 continues to revise and update the curriculum and the needs of the students when necessary. Throughout the year and during June planning our staff confers with one another to continually enhance the education at Middle School 577. Middle School 577 does not see any changes that would discontinue any services currently provided to our ELL population. The ELL students in our school are not treated any differently, therefore they are offered every academic and recreational opportunity through the year. Middle School 577 provides all students the opportunity to take part in ELA/Math enrichment after school, Math/ELA weekend academy, lunch tutoring, peer tutoring, and any other services upon request. Our students are supported through a variety of techniques and strategies. Our classrooms are equipped with smart board technology. Our classroom libraries offer a wide selection of novels to meet the interest of the students. Our classroom instruction is hands on and is developed to capture the attention of the students. Our ELL population is also supplied with multi-language dictionaries as a useful resource in the classroom. In addition to classroom instruction all students engage in their core classes through use of technology. Our computer lab and programs enhance student engagement and learning. A spanish elective is offered to the students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Middle School 577 is provided with professional development opportunities from the CLSO. Mrs. Zalak is encouraged to take part in PD's that correlate with middle school ELL students. All staff members meet on a regular basis to discuss the needs of the students and how to support them. We are a small learning community that has the ability to focus on the overall needs of adolescents. We prepare each student to become life long learners.

E. Parental Involvement

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

Middle School 577 boasts on having an open door policy for students, parents and staff. We work alongside our PTA to keep parents up to date on the current happenings in our school community. We host monthly PTA meetings and hold a variety of opportunities for parents to take part of their child's education throughout the day. Our school offers workshops such as, resume writing, computer skills, and GED courses. During our PTA meetings parents are surveyed of their needs. Based on the responses the school provides the information and the resources to actively support the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	P							3	0	1				
READING/ WRITING	B													
	I							1						
	A							5	1	2				
	P							1	1					

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		4		1		10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		6		1		11
8									0

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

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

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

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

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

After reviewing the data provided by the NYSELAT, we notice a trend of students who have received ESL services for a minimum of four years are testing at an advanced proficiency level. ARIS has become a key tool to better understand the needs of the students by analyzing the data. Patterns developed in the reading/Writing section and the Listening/Speaking section has helped our teachers provide students with the necessary instruction needed to be successful learners. The comparison between the results of the NYSELAT and the State testing shows that our overall ELL population is reaching advanced levels on the NYSELAT but are performing at lower levels on the NYS Exam..

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K577_110110-094817-LAP.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CLSO	District 14	School Number 577	School Name Conselyea Preparator
Principal Maria Masullo		Assistant Principal Karen Stevenson	
Coach Jessica Mazzarelli/ELA		Coach Nevin Spinosa/Math	
Teacher/Subject Area		Guidance Counselor Erin O'Donnell	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Karen Marchione	
Related Service Provider Patricia Zalak		Other type here	
Network Leader Lucille Lewis		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	445	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	2.70%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The initial identification process for our ELL population is based on the information provided to us via the ATS (HILS) reporting system. This document provides our school with the necessary information to begin the appropriate services for our ELL population. Mrs. Zalak, our licensed ESL teacher is responsible for implementing and administering the HLIS and the Lab-R on new admits if necessary. The yearly NYSELAT testing is administered and scheduled by Mrs. Zalak (ESL Teacher), Mrs. Fitzpatrick (testing coordinator) and Mrs. Stevenson (Assistant Principal). During the month of September, Mrs. Zalak sends home an introduction letter stating the procedures and curriculum of the ESL program. Middle School 577 offers an ESL push-in model to assist all students in need. Parents are made aware of the choice options for ELL students through the Middle School Process guide. Students in need of other programs are referred accordingly. Students who enter our school community are placed in the appropriate class where they will receive the required assistance necessary for educational success. Students are made aware of their child's placement during orientation. Due to the limited choice options in our ELL program, all students have been placed in a push-in ESL model, which has been successful with our school, students and parents. Parents who have concerns about their options and the schools programs are invited to speak to the administration and ESL teacher anytime throughout the year.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	11	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	11
Total	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/>	11

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	2	1					8
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

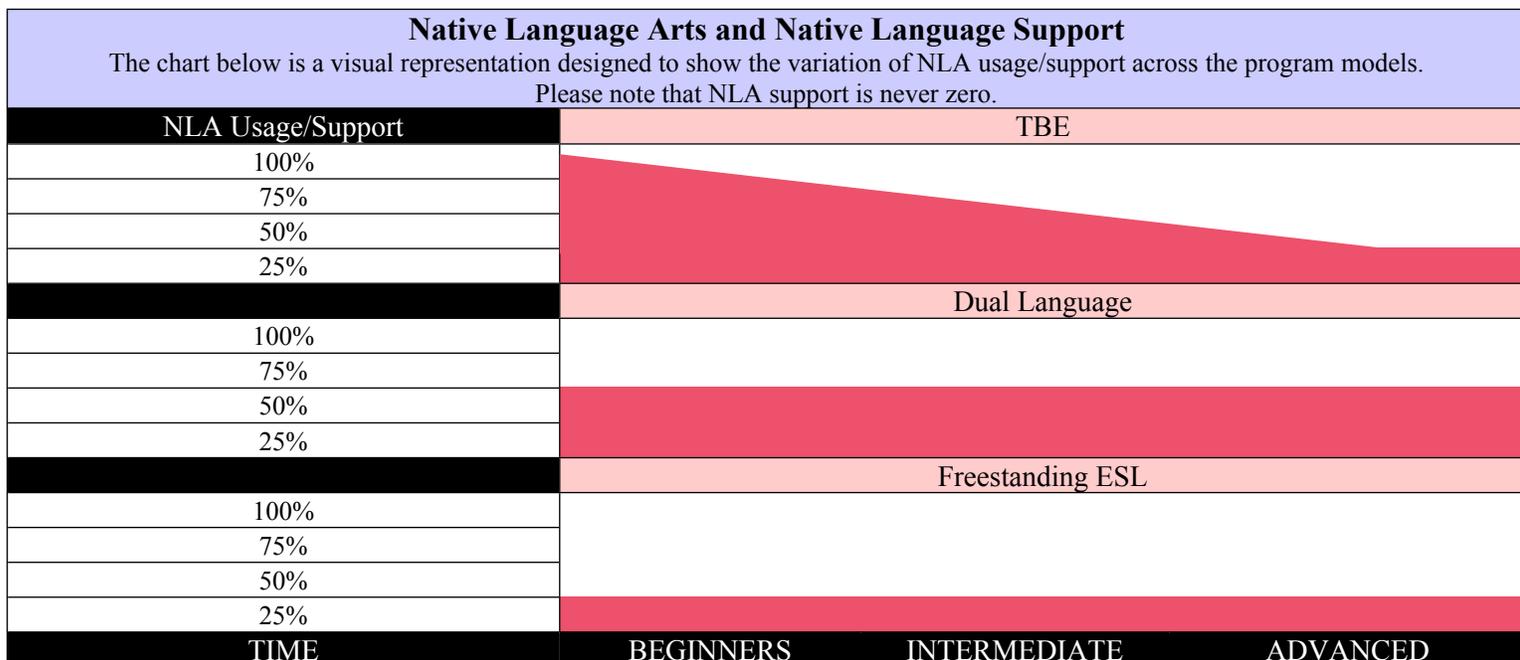
Our ESL program is delivered via a push-in model during content areas. All ESL students are placed in block classes that travel throughout the day. When scheduling our ESL program we chose to have all ESL students placed in the same class and grade appropriate. This decision was made to ensure the appropriate time allocation can be met. Middle School 577 meets the needs of all our students based on the proficiency levels of each student. Instruction is delivered in the English language. Our teachers focus on small group instruction with an emphasis on reading comprehension, grammar and vocabulary. Mrs. Zalak serves as an extra resource in the classroom for the ESL students. Her role is to provide the students with extra support and modify the instruction when necessary for her population. Students receiving ESL services from 4 to 6 years are monitored by the ESL teachers and content teacher to provide the skills necessary to function without using references toward the native language.

Students who are considered LEPS are monitored by the ESL teacher. These students are provided with small group instruction throughout the day in all subject areas. They are monitored by the ESL teacher as well as the core subject teacher. Instruction for our

LEP's is determined by student deficiency as well as students strengths. Our teachers work cooperatively to appropriately plan for daily lessons. Teacher created materials are provided to our students and continuous assessment is given to ensure progress. Based on the student outcomes, item skills analysis are formed to differentiate the skills needed to be addressed during individualized instruction. Constant monitoring through ARIS is beneficial for our staff to provide background on student performance. Our goal for all students is to prepare them for proficiency classification and functioning as a general education student without additional resources. Students who are classified as special needs are serviced accordingly to the needs specified on their IEP's. As a small middle school, Middle School 577 has been and continues to be successful in providing our students with intervention resources in all areas of study. Our teachers are constant providers of education and service the students throughout the day. We offer small group instruction, lunch tutoring, and peer tutoring as well as after school and weekend programs to enhance their education. Students, who reach proficiency status, will continue to be monitored. Our ESL teacher provides these students with familiar resources to ease the transition.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Middle School 577 has implemented a school-wide peer tutoring program that is incorporated into the each student schedule. Students are broken up into sub groups and matched with a peer. Math and ELA instruction is led by teachers, and enhanced by student to student tutoring. All students receive any additional services that is stated on their IEP. Middle School 577 continues to revise and update the curriculum and the needs of the students when necessary. Throughout the year and during June planning our staff confers with one another to continually enhance the education at Middle School 577. Middle School 577 does not see any changes that would discontinue any services currently provided to our ELL population. The ELL students in our school are not treated any differently, therefore they are offered every academic and recreational opportunity through the year. Middle School 577 provides all students the opportunity to take part in ELA/Math enrichment after school, Math/ELA weekend academy, lunch tutoring, peer tutoring, and any other services upon request. Our students are supported through a variety of techniques and strategies. Our classrooms are equipped with smart board technology. Our classroom libraries offer a wide selection of novels to meet the interest of the students. Our classroom instruction is hands on and is developed to capture the attention of the students. Our ELL population is also supplied with multi-language dictionaries as a useful resource in the classroom. In addition to classroom instruction all students engage in their core classes through use of technology. Our computer lab and programs enhance student engagement and learning. A spanish elective is offered to the students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Middle School 577 is provided with professional development opportunities from the CLSO. Mrs. Zalak is encouraged to take part in PD's that correlate with middle school ELL students. All staff members meet on a regular basis to discuss the needs of the students and how to support them. We are a small learning community that has the ability to focus on the overall needs of adolescents. We prepare each student to become life long learners.

E. Parental Involvement

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

Middle School 577 boasts on having an open door policy for students, parents and staff. We work alongside our PTA to keep parents up to date on the current happenings in our school community. We host monthly PTA meetings and hold a variety of opportunities for parents to take part of their child's education throughout the day. Our school offers workshops such as, resume writing, computer skills, and GED courses. During our PTA meetings parents are surveyed of their needs. Based on the responses the school provides the information and the resources to actively support the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	P							3	0	1				
READING/ WRITING	B													
	I							1						
	A							5	1	2				
	P							1	1					

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		4		1		10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		6		1		11
8									0

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

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

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

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

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

After reviewing the data provided by the NYSELAT, we notice a trend of students who have received ESL services for a minimum of four years are testing at an advanced proficiency level. ARIS has become a key tool to better understand the needs of the students by analyzing the data. Patterns developed in the reading/Writing section and the Listening/Speaking section has helped our teachers provide students with the necessary instruction needed to be successful learners. The comparison between the results of the NYSELAT and the State testing shows that our overall ELL population is reaching advanced levels on the NYSELAT but are performing at lower levels on the NYS Exam..

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Conselyea Preparatory School					
District:	14	DBN:	14K577	School		331400010577

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.3	93.9	94.3
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.7	95.6	98.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	124	159	167	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	131	123	159		66.9	83.1	83.1
Grade 8	135	137	118				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	8	3
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	390	419	444	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	10	1	7
# in Collaborative Team Teaching (CTT) Classes	11	23	33	Superintendent Suspensions	2	7	2
Number all others	40	37	31				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	25	27	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	4
# receiving ESL services only	18	20	TBD				
# ELLs with IEPs	0	12	TBD	Number of Educational Paraprofessionals	0	0	2

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	14	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	72.0	74.1	85.7
				% more than 5 years teaching anywhere	44.0	40.7	64.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	93.0	92.9
American Indian or Alaska Native	0.5	0.2	0.0	% core classes taught by "highly qualified" teachers	95.0	79.2	88.5
Black or African American	12.1	8.4	7.0				
Hispanic or Latino	62.8	67.1	71.8				
Asian or Native Hawaiian/Other Pacific	3.3	3.1	1.4				
White	21.3	21.0	18.2				
Male	50.0	48.9	50.7				
Female	50.0	51.1	49.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf