



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : CONSELYEA PREPARATORY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K577

PRINCIPAL: MARIA MASULLO EMAIL: MMASULL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: JAMES QUAIL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maria Masullo	*Principal or Designee	
Theresa Fitzpatrick	*UFT Chapter Leader or Designee	
Christa Spataro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Stevenson	Member/	
Steve Leselrod	Member/	
Milica Cavic	Member/	
Clara Amore	Member/	
Marie Crane	Member/	
Maria Cuevas	Member/	
Lisa Salvati	Member/	

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Improve State test scores on the 8th grade. By April of 2012, we will have a 3% increase of level 3 students in our 8th grade in ELA and Math compared to the 10-11 State Performance level in our school.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
MS 577 received a B on the progress report. However, our 8th grade had the least amount of progress made across all three grades in ELA and math. The focus to improve scores on the 8th grade is to ensure success in high school. Our students must be on or above grade level to succeed in high school and then eventually college. Priority area for improving student performance based Standardized Assessment to increase the graduation rate.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
We will be differentiating instruction according to the item skills analysis of our benchmarks assessments. Benchmark assessments will be given three times per year and teachers will monitor if the individual student has made gains in the skill areas that he/she has difficulty mastering. Teachers will analyze the types of questions collaboratively and devise small groups to aid in the improvement

of skill mastery, improvement of test scores and reading comprehension. In addition, we will use the acuity results (item skills analysis) to aid in the process of understanding what skills students are having difficulties with during State testing.

Strategies to increase parental involvement

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

We plan on providing parent workshops related to increasing test scores. Parents will be invited to view a previous State assessment. They will be given the support needed from our teachers and parent coordinator to assist their children with increasing his/her state score. We have purchased Jupiter grades to keep the communication lines open with our parents. We continue to keep the open door policy that has been established since the doors were opened to MS 577.

Strategies for attracting Highly Qualified Teachers (HQT)

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

At MS 577 we boast that our teacher turnover rate is less than 1%. Our teachers have been together since 2007-2008, with little to no turnover rate, except for maternity leaves/child care leaves. However we do utilize professional development workshops offered by NYC, and the Network111 to further develop our experts in their field in addition, we are constantly working with our neighborhood middle schools by visiting each other and sharing our best practices.

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Service and program coordination

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

- Our newly developed Health Course which includes the new sex education curriculum, HIV and Nutrition id offered by a licensed teacher and the SAPIS worker.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding-practice materials, instructional supplies, Assessment materials etc NYSTYL software-Explore learning Gizmo, Explore Learning reflex NYSTYL Library-library books aligned with the city-wide instructional expectations and the common core, informational texts etc NYSTL Textbook-Coach practice books-ELA & MATH Code 689-Professional development with charlotte Danielson, The Ackerman Institute

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

In ELA, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response to Common Core Standard 1. 100% of the students will produce a written argument using justification from personal experiences and evidence from informational text.

Comprehensive needs assessment

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

To align instruction with the Common Core Standards which will improve student writing in all subject areas

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

The ELA classes receive 8 periods of instruction per week, 2 45 minute periods and 3 90 minute periods. Teachers will develop Common Core aligned units of study that give the students the opportunities to site evidence and have meaningful discussions that relate to real life experiences Teachers will meet twice a week to analyze and discuss their plans and student work. The teachers will utilize the State Rubric to ensure that the students written scores are aligned with State testing and the scores are not subjective. The students will be exposed to informational texts through the use of newspapers, magazines and the internet. All units of study will have culminating projects that incorporate Common Core Standard 1 so the students are able to apply the standard to real life experiences. The ELA department will collaborate with the Social Studies department to incorporate Common Core Standard 1 within their writing and oral presentations.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops will be provided to all students to expose the parent to the new NYC mandates regarding the common core and the NYC instructional expectations for the 2011-2012 school year. Parents will be able to view their child's work monthly to view the progress they are making towards reaching this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

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

At MS 577 we boast that our teacher turnover rate is less than 1%. Our teachers have been together since 2007-2008, with little to no turnover rate, except for maternity leaves/child care leaves. We utilize professional development workshops offered by NYC, and the Network111 to further develop our experts in their field in addition, we are constantly working with our neighborhood middle schools by visiting each other and sharing our best practices.

Service and program coordination

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

Federal and State local services are incorporated into our curriculum which helps support this goal.

Budget and resources alignment

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

Fair Student Funding-Instructional materials, assessment materials, practice writing materials etc
NYSTYL Library-library books aligned with common core standards relating to informational text materials, fictional and fantasy books etc NYSTL Software-Explore Learning Gizmo, Explore Learning reflex Title 3-Achieve 3000 NYSTL Textbook-Coach practice ELA and MATH

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

In Math, all students will engage in a cognitively demanding task that enables them to apply the mathematics learned in the classroom to real life situations (Standard for Mathematical practice #4). 100% of the students will complete a mathematical task that incorporates application according to the grade level city-wide instructional expectation by June 2012

Comprehensive needs assessment

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

To align instruction with the Common Core Standards and have students identify and apply math practices used in everyday settings

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

The math classes receive 8 periods of instruction per week, 2- 45 minute periods and 3 90 minute periods. The teachers will include application to the real world when planning mathematical units. Students will be using oral and written presentations to express their understanding of the concepts throughout each unit. Unit projects will be planned to promote higher level thinking and application to the real world.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Parent workshops will be provided to all students to expose the parent to the new NYC mandates regarding the common core and the NYC instructional expectations for the 2011-2012 school year. Parents will be able to view their child's work monthly to view the progress they are making towards reaching this goal.

Strategies for attracting Highly Qualified Teachers (HQT)

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

At MS 577 we boast that our teacher turnover rate is less than 1%. Our teachers have been together since 2007-2008, with little to no turnover rate, except for maternity leaves/child care leaves. However we do utilize professional development workshops offered by NYC, and the Network111 to further develop our experts in their field in addition, we are constantly working with our neighborhood middle schools by visiting each other and sharing our best practices.

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding-Instructional materials, assessment materials, practice writing materials etc NYSTYL Library-library books aligned with common core standards relating to informational text materials, fictional and fantasy books etc NYSTL Software-Explore Learning Gizmo, Explore Learning reflex Title 3-Achieve 3000 NYSTL Textbook-Coach practice ELA and MATH and the writing supplement, Glencoe grammar and vocabulary in the content areas

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve teacher effectiveness by exposing them to a comprehensive understanding of student excellence through the use of The Framework for Teaching and Learning. Principal and Assistant Principal will conduct one to one conversations, self assessments, 3 formal/informal observations per teacher by using the template created from Charlotte Danielson's Framework for teaching and Learning

Comprehensive needs assessment

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

Improving teacher quality and effectiveness to increase student performance and success.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

In June of 2011 the administration created self-assessment forms for the teachers as a reflection of their teaching for the 2010-2011 school year. After careful analysis and one to one conversations during the 2011 school year, the administration created PIPs for each teacher. Teachers will complete a goal setting template to track the progress of personal goals that will lead to student success. We began by clearly defining and providing models of the 4 Domains of Teaching and Learning by Charlotte Danielson. The new observation template will be distributed during the PD sessions prior to any informal or formal observation. Pre & Post

Conferences for formal and informal observations will be scheduled with ample time for teacher planning.

Strategies to increase parental involvement

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

Parent workshops will be provided to expose the parents to the new evaluation system for our teachers. The parents will be introduced to the new common core standards and how the Danielson Framework relates to her child’s success.

Strategies for attracting Highly Qualified Teachers (HQT)

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

At MS 577 we boast that our teacher turnover rate is less than 1%. Our teachers have been together since 2007-2008, with little to no turnover rate, except for maternity leaves/child care leaves. However we do utilize professional development workshops offered by NYC, and the Network111 to further develop our experts in their field in addition, we are constantly working with our neighborhood middle schools by visiting each other and sharing our best practices.

Service and program coordination

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

Parents are given the opportunity to attend any NYC workshops regarding this new standard. Information will be disbursed through the parent coordinator.

Budget and resources alignment

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

described in this action plan.

Fair Student Funding (PD)-per session for Saturday workshops, sub funding, Title 1 School-Wide-workshops for teachers, sub funding

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

We will increase our community partnerships to directly enhance students' literacy skills through written and oral expression. Based on the ELA writing rubric, we will increase the number of students from level 2 to levels 3's by June 2012. We will build upon their social emotional growth by empowering them and exposing them to community service organizations that incorporates real life situations. We will increase our current partnerships from two to four organizations by June.

Comprehensive needs assessment

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

We will increase our community partnerships to directly enhance students' literacy skills through written and oral expression. Based on the ELA writing rubric, we will increase the number of students from level 2 to levels 3's by June 2012. We will build upon their social emotional growth by empowering them and exposing them to community service organizations that incorporates real life situations. We will increase our current partnerships from two to four organizations by June.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
Based upon the student and parent interest surveys that were distributed in September 2011, we will explore our community to make connections with community based organizations that best suit our student's interests. We will implement these programs/assemblies/ or parent workshops into our daily program. We will identify the programs that are free; however if the cost cannot be deferred; we will have special fundraiser for the cost of the programs.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be asked to offer any suggestions of organizations linked to cultural awareness in Williamsburg during PTA meetings and SLT. We will assess our parent surveys to incorporate parent voice into our new partnerships.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- At MS 577 we boast that our teacher turnover rate is less than 1%. Our teachers have been together since 2007-2008, with little to no turnover rate, except for maternity leaves/child care leaves. However we do utilize professional development workshops offered by NYC, and the Network111 to further develop our experts in their field in addition, we are constantly working with our neighborhood middle schools by visiting each other and sharing our best practices.

Service and program coordination

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

Budget and resources alignment

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

Fair student funding- teacher salaries, informational resources of different cultural institutions in Williamsburg

The form is incomplete. Make sure you have at least 1 goal/program with budget allocation!

Export to Excel

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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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	95	85	Approx. 20	Approx. 30	4	5	5	10
7	75	40	Approx. 35	Approx. 25	5	5	5	10
8	80	65	Approx. 50	Approx. 35	11	5	5	10
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Our ELA AIS services are provided within our 90 minute block periods which are built into our daily schedule. All teachers analyze our school wide tracking data system to form groups according to skill deficiencies. Our benchmark assessments are given three times per year to check for student progress. In addition, we have small group tutoring during the lunch periods provided by our subject teachers. We also provide homework help after school two days per week. In January, we will be offering an after school ELA program which will be</p>

	open to all students.
Mathematics	Our MATH AIS services are provided within our 90 minute block periods which are built into our daily schedule. All teachers analyze our school wide tracking data system to form groups according to skill deficiency. Our benchmark assessments are given three times per year to check on student progress. In addition, we have small group tutoring during the lunch periods provided by our subject teachers. We also provide homework help after school two days per week. In January, we will be offering an after school MATH program which will be open to all students.
Science	Our Science AIS services are provided within our 90 minute block schedule which are built into our daily schedule. All teachers use their own assessment data and labs to analyze the content deficiencies of their students. Students are grouped according to content deficiencies and by ability. Peer tutoring plays a major role during Science labs in the classroom.
Social Studies	Our Social Studies AIS services are provided during the 90 minute block periods which are built into our daily schedule. All teachers analyze their own assessment data and research papers to analyze how well the students master the concepts in Social Studies. The SS teachers offer lunch time assistance in the computer lab to assist the students with research papers. In addition, the SS teachers host after school review sessions for those students who need the extra period to understand the SS content. The after school groups are flexible and are formed according to student mastery of the concepts being taught.
At-risk Services provided by the Guidance Counselor	The At-Risk Guidance Counseling services are provided during the students lunch periods, before school and after school as necessary. In addition, the guidance counselors have three periods (one for each grade) built into their schedules to meet with at-risk groups.

<p>At-risk Services provided by the School Psychologist</p>	<p>The School Psychologist is shared between two schools. The Psychologist offers at risk services during two days per week during the lunch periods or as necessary. She also has three periods built into her schedule to meet with students who share the same interests/issues.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The At-Risk Social Worker services are provided during the students lunch periods, before school and after school as necessary. In addition, the social worker has three periods (one for each grade) built into her schedules to meet with students who share the same interests/issues.</p>
<p>At-risk Health-related Services</p>	<p>The SAPIS worker is at our site three days per week. She meets with her at risk groups during the lunch periods or as necessary.</p>

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

- purchasing an online grade book system to allow teachers and parents to communicate on a daily basis through the internet
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

I. School Responsibilities

- *Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*
- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences twice a year during which the individual child's achievement will be discussed as well as how this Compact is related;
- purchasing students planners for each child to keep them organized and make parents aware of what is expected from the teachers
- publish a school website where parents and students can log in and view school information
- each teacher will have a posterous page where parents and students can view assignments and projects
- Sending home progress reports between the marking periods to keep parents updated on their child's academic outcomes.
- purchasing an online grade book system (Jupiter Grades) to allow teachers and parents to communicate on a daily basis through the internet
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and

- the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- being active in checking your child's homework, classwork, tests and attendance through, aris, Jupiter grades and ms577.net
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14k577 **School Name:** Conselyea Preparatory

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

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

Category: Basic Focused Comprehensive

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

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

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

According to the 2010-2011 QR report, MS 577 needs to improve in the area of promoting greater differentiation of instruction across the school and to further enhance our teacher team work. In addition, the targeted group (59 students) has not met the AYP in ELA on the State Report card. We have analyzed the item skills NYS report and noticed the patterns in skill deficiencies across these 59 students within their grade level.

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

During our teacher team meetings, data is a top priority; however teachers do not dig deep enough to embed it in their lessons for individualized student success. We are working to master the task of driving lessons by the use of data through professional development sessions/working lunches and data workshops delivered by our ELA coach. Constructive feedback from colleagues and evaluative feedback from the administration will enable teachers to understand how they are going to improve their lesson plans and delivery for individualized instruction. The feedback teams will gather resources via ARIS community (best practices) or the internet for teachers to read, understand and implement in order to enhance their own learning which will then transfer to higher success in our students.

MS 577 will additionally extend its day with a DOE approved SES vendor. The program will use data to drive individualized instruction. The classes will be comprised of 15 students with highly qualified ELA specialists as the instructors. Our Special Ed teacher team will collaborate with the ELA team to analyze the data of their students and revamp all lesson plans according to their student's weaknesses. Benchmark assessments will be given three times per year to follow student growth.

Part B: For Title I SINI Schools Only

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

The 10% Title 1 monies were allocated for the ELA coach. The ELA coach attends all middle school ELA and Special needs workshops. The ELA coach turn keys all pertinent information from the professional development workshops to the staff. Due to the 100% rate of highly qualified teachers, we were able to move our 5% allocation of Title 1 money into the Professional Development/Curriculum line to pay for teachers to attend workshops and pay for any workshops related to their field. In addition, we utilize the rest of the 5% Title 1 monies in a per diem line for the absent coverage for teachers attending Professional Development workshops.

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

The ELA Coach will mentor, assist and coach with all Special Ed and ELA teachers during the 90 minute blocks. She will attend and turn-key the information to the teams through teacher meeting times or lunch meetings.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The parents will be notified by the Parent Notification Letter by back pack prior to January 31, 2012, and at the January PTA meeting.
(see attached)

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Lucile Lewis	District 14	Borough Brooklyn	School Number 577
School Name Conselyea Preparatory			

B. Language Allocation Policy Team Composition

Principal Maria Masullo	Assistant Principal Karen Stevenson
Coach Jessica Mazzarelli	Coach Nevin Spinosa
ESL Teacher Pat Zalak	Guidance Counselor Erin O'Donnell
Teacher/Subject Area Anne Spinosa	Parent Christa Masullo
Teacher/Subject Area type here	Parent Coordinator Karen Marchione
Related Service Provider Lois Katcher	Other type here
Network Leader Lucile Lewis	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	483	Total Number of ELLs	13	ELLs as share of total student population (%)	2.69%
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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. 

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.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No 	If yes, indicate language(s):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							3	0	1					4
Total	0	0	0	0	0	0	3	0	1	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	4	Special Education
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years) 2

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											0
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

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							11		1					12
Chinese														0
Russian														0
Bengali														0
Urdu														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
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	12	0	1	0	0	0	0	13

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: ____
 Native American: ____

Asian: ____
 White (Non-Hispanic/Latino): ____

Hispanic/Latino: ____
 Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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. Ms. Spinosa 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. Our teachers use engaging instructional materials to capture the attention of our students. The instructional strategies used to accelerate learning in our classrooms are, small group instruction, modification of lessons by the ESL teacher, leveled reading books, differentiation of lessons to include the vast learning styles of our students. Our goal is to meet the needs of the diverse learners in our school. As a small learning community, we are given the flexibility to connect with our students daily. Our staff is constantly engaged in professional conversation to ensure the academic success of our school community. We extend our curriculum by exposing our students to the resources available to us as a New York City School.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

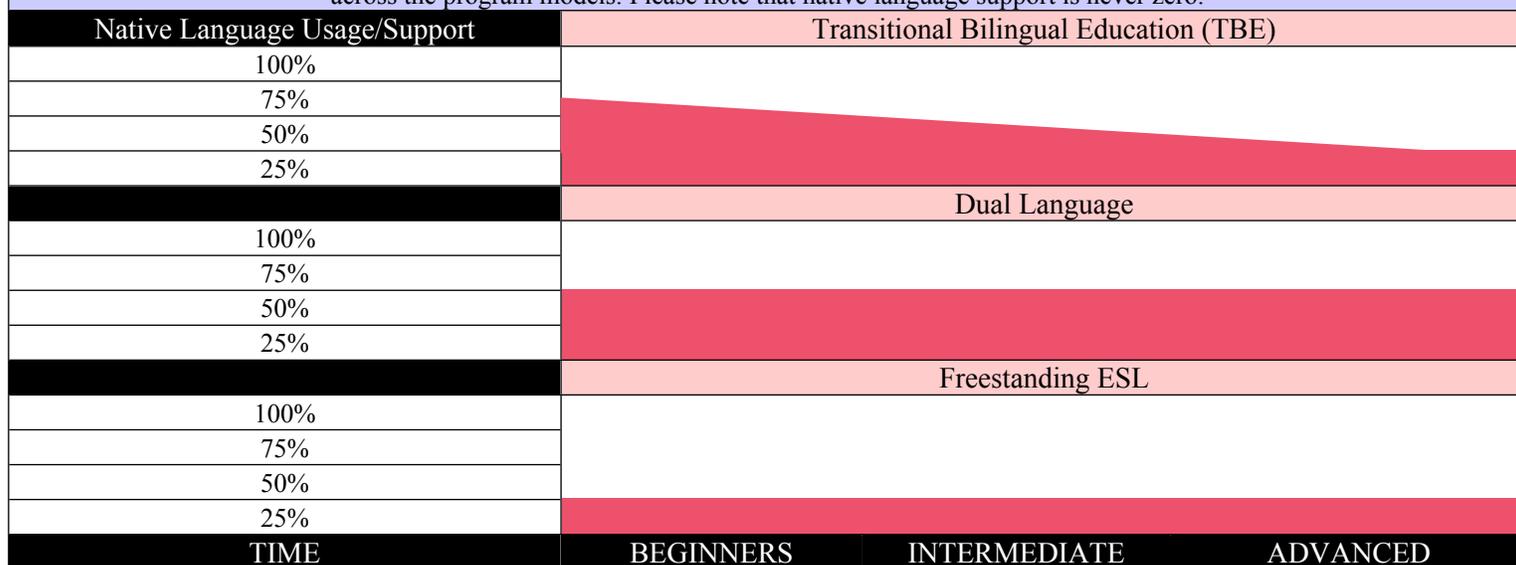
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

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

Students identified in this population are given additional resources to enhance their comprehensive understanding of the content areas. Middle School 577 has adapted the Achieve 3000 program, this software will allow our students the opportunity to enhance their skills while allowing the teacher to decipher the strategies needed for the students academic success. Our school meets the need of our students through differentiating instruction, and revisiting our curriculum maps to align the instruction with the Common Core standards. 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)?

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. Ms. Spinoso is encouraged to take part in PD's that correlate with middle school ELL students. All staff members are exposed and participate in our in-House professional developments that 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.

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. Ms. Spinosa is encouraged to take part in PD's that correlate with middle school ELL students. All staff members are exposed and participate in our in-House professional developments that 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 boosts 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)							1							1
Intermediate(I)							6							6
Advanced (A)							5		1					6
Total	0	0	0	0	0	0	12	0	1	0	0	0	0	13

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	6			10
7					0
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	1		7		4				12
7									0
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									0
8			1						1
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	0			
Integrated Algebra	0			

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry	0			
Algebra 2/Trigonometry	0			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

School Name: Conselyea Preparatory

School DBN: 14K577

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Masullo	Principal		12/1/11
Karen Stevenson	Assistant Principal		12/1/11
Karen Marchione	Parent Coordinator		12/1/11
Anne Spinosa	ESL Teacher		12/1/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Jessica Mazzealli	Coach		12/1/11
Nevin Spinosa	Coach		12/1/11
Erin O'Donnell	Guidance Counselor		12/1/11
Lucile Lewis	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14k577 **School Name:** Middle School 577

Cluster: 1 **Network:** 111

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.

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. We also offer sign-language interpretation, polish and italian translators at all our events if needed.

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