

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**14K577**

**School Name:**

**CONSELYEA PREPARATORY SCHOOL**

**Principal:**

**MARIA MASULLO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: MS 577 School Number (DBN): 14K577  
Grades Served: 6-8  
School Address: 208 North 5<sup>th</sup> Street Brooklyn, NY 11211  
Phone Number: 718-486-6211 Fax: 718-486-6771  
School Contact Person: Maria Masullo Email Address: Mmasull2@SCHOOLS.NYC.GOV  
Principal: Mrs. Masullo  
UFT Chapter Leader: Gabriella Smith-Coventry  
Parents' Association President: Chrissy Singh  
SLT Chairperson: Karen Stevenson  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Judy Pecorino  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 14 Superintendent: Alicja Winnicki  
Superintendent's Office Address: 215 Heyward Street Brooklyn, NY  
Superintendent's Email Address: awinnicki@schools.nyc.gov  
Phone Number: 718-302-7600 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street  
Director's Email Address: bfitzgerald@schools.nyc.gov

Phone Number: 718-225-5119

Fax: 718-935-4314

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Masullo	*Principal or Designee	
Gabriella Smith-Coventry	*UFT Chapter Leader or Designee	
Chrissy Singh	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judy Pecorino	parent	
Jenny Lopez	parent	
Christine Imbriani	parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa	parent	
Karen Stevenson	Assistant Principal	
Steve Leselrod	Math Teacher	
Milica Cavic	ELA Teacher	
Dina Nelson	Attendance Teacher	
Open Position	parent	
	Member/	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Middle School 577 is centrally located within a diverse area which represents a vast amount of cultures. We strongly believe that embracing our surroundings and using them as an added resource benefits all learners. The delivery of instruction in our school is based on the Gardner's Theory of Multiple Intelligence. We have implemented a wide variety of instructional strategies to meet the needs of every student in our school. Our students are exposed to learning in a variety of settings, from exploratory navigation to student led conversations.

Middle School is a very important time in adolescence; parent support and communication continue to make students succeed. As a school community, we invite and welcome parents and family members to work alongside us as team members to provide rigorous academic instruction as well as the support needed for students to grow socially and emotionally. Our open door policy for all parents gives them the opportunity to visit our school at any time and be welcomed with open arms. Our PTA supports our vision and continues to mirror our beliefs. The programs offered in our school vary year to year. Each year, we capture the "student voice" through surveying the student population about their interests. The data derived from the survey drives the programming choices offered to students. Offering programs in which they are interested keeps our attendance soaring. Students have ownership of their learning, which keeps them focused, and motivated. Listening to the feedback from the parents is extremely important. Education as a whole is continuously revised based on feedback from a variety of sources. The Middle School 577 community recognizes the continuous change and has committed themselves to improve and enhance the overall educational experience offered in our school.

As a school community we have joined together to support and partner with many community organizations. St. Nick's organization has been a partner with MS577 for the past two years. The after school program has flourished with "new" opportunities for our students. Our students were given the opportunity to participate in guitar club, street hockey, soccer, ping pong, sewing, art and many more student driven programs. We expose our students to the world beyond the classroom and teach them to help their fellow neighbors. We partnered with onGeneration from Disney to serve our eldest in the community. Our after school clubs, onGeneration and Guitar groups, visited the North side Senior Center to boost morale, plant flowers to beautify the grounds and just spend a day to chat with the seniors. It is our job as educators to lead by example and show our students how important the surrounding community is to our future.

Middle School 577 is also partnered with The Billion Oyster Project, Mighty Milers, Young Runners, Urban Advantage, Literacy Design Collaboration, and Brooklyn Art Council. These programs have given our students the opportunity to learn experience and take an active role in our community. Our students become active community service members from grade 6. We strive to create responsible young adults in all our students to make them college and career ready.

## 14K577 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	498	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	9	# Integrated Collaborative Teaching
				12
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	8	# Drama
				N/A
# Foreign Language	15	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	66.9%	% Attendance Rate		94.2%
% Free Lunch	49.6%	% Reduced Lunch		2.2%
% Limited English Proficient	4.8%	% Students with Disabilities		16.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		3.6%
% Hispanic or Latino	62.9%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	31.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		15.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.75
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.6%	Mathematics Performance at levels 3 & 4		32.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		68.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		69.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

The goal for rigorous instruction was developed by the teachers’ evaluations of their students’ needs. The teachers observed learning styles and behaviors within the framework of analytical thinking from our students within their classrooms. The teachers provided evidence in the form of conference logs and observations to prove that their students have made strides with their critical thinking skills and responses through literature circles, reciprocal teaching and Socratic seminars. After careful review of conference records and discussion with our teacher teams regarding reciprocal teaching in ELA, we have collectively decided to implement reciprocal teaching across all subject areas. The administrative team has observed the students’ rigorous discussions and learning during informal observations. The informal observations and conference logs noted that students were more engaged during reciprocal teaching. The group discussions were filled with rich and powerful analytical questions and responses from Bloom’s Taxonomy’s highest level of questioning that led to critical thinking and responses from all learners (rigorous learning).

Our priority for next year is to strengthen these strategies vertically and horizontally. Although we have piloted reciprocal teaching, literature circles and Socratic seminars in science and social studies, we are still in need to strengthen our teachers’ abilities to effectively implement these strategies. We are incorporating consistent strategies in writing across all subject areas to improve our students’ writing on short responses, DBQ responses, essay writing, compare and contrast essays, argumentative, and informative writing. After careful analysis of the NYS ELA exam, we noticed our students gained points in the multiple choice section, and lost points in the short responses and long responses. Our preliminary data for both ELA and Math show most of our 6th grade students with proficient scores, however we gained more level 1’s in 6<sup>th</sup> grade ELA and Math after the final results were distributed. We believe that students will be more successful if they can use strategies that they have mastered in a subject area that they may be struggling in. We began with annotating in ELA, and SS, however we are moving toward annotating in all areas.

### Part 2 – Annual Goal

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

By February 2016, our teachers will increase the rigor in our lesson plans by implementing data driven instruction through reciprocal teaching in their subject areas at least three times per week to improve student progress and raise student achievement.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will participate in scheduled visits to Mrs. Herrera's (model teacher) classes to view reciprocal teaching for SS. The teachers will observe, take notes and debrief together. After two weeks of implementation by the observers, Mrs. Herrera will visit their classrooms to support the teachers with any of their concerns or obstacles regarding reciprocal teaching.</p>	<p>Teachers of all subject areas</p>	<p>Sept. 2015- June 2016</p>	<p>Mrs. Herrera will implement and oversee by observing and coaching</p>
<p>Vertically align teacher team meetings between ELA, SS and Special Education. The teams will meet together to devise cohesive plans of rigorous instruction that will strengthen our students skills with analyzing text and citing information to increase student performance on summative exams</p>	<p>ELA, SS and Special Education Teachers</p>	<p>Sept. 2015- June 2016  1x per week</p>	<p>ELA Model Teacher &amp; Principal  Observations, teacher reflections and collegial feedback</p>
<p>Vertically aligned teacher team meetings between Math and Science with the ELA model teacher &amp; Math Coach. The teams will meet to devise cohesive plans using similar writing strategies to increase student progress within problem solving in math and responses to analyzing hypotheses in Science</p>	<p>Math, Science and model teacher</p>	<p>Sept. 2015- June 2016  1x per week</p>	<p>ELA Model Teacher, Science lead, Math Coach &amp; Principal  Observations, teacher team meeting minutes and feedback, an teacher reflections</p>
<p>I.C.T. teachers, and related service team providers will join the appropriate team meetings to develop modified plans with the general education teachers.</p>	<p>All related service, ICT teachers and General Education Teachers</p>	<p>Sept. 2015- June 2016  1x per week</p>	<p>ELA Model Teacher, Science lead, Math Coach &amp; Principal  Review of lesson plans during team meetings, observations and teacher feedback</p>

**Part 4 – Budget and Resource Alignment**

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

The resources that will be executed will include professional learning workshops to include 6 week cycles of action research differentiated through subjects. In addition, we will participate with the professional learning from the Brooklyn Borough Center and D14.

We have devised a year long master schedule to include teacher team meetings for all subject teams to plan accordingly.

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

MS 577 will administer a mid-year benchmark to compare the first benchmark results to the mid-point. Teachers continuously analyze their teacher conference logs, quick assessments, formative and summative unit assessments to gauge the progress before the mid-point. Teacher lesson plan are adjusted to ensure all students are understanding the curriculum at their own learning capacity. Teachers submit class analysis header sheets as evidence for progress, and they discuss and analyze their class progress sheets every 3rd week of the month.

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

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

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

**Part 1 – Needs Assessment**

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

The need for this goal was developed by the review of our school-wide behavioral (poor behavior, lateness, low-attendance) system. The data displayed that some of the students were not exhibiting responsible, accountable model behavior. Our expectation is for all students to be accountable for their actions. They are expected to exhibit young adult behavior within our school building and in our community. We take pride in creating responsible young adults that are well prepared for high school, college and are career ready by the end of the 8th grade.

**Part 2 – Annual Goal**

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

By June 2016, the students who displayed the need for additional emotional/social support during the 14-15 school year will follow a structured STAR STUDENT system to boost their self-esteem and self-worth.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will be invited to an assembly to discuss the positive reinforcements associated with the new system. Students will create the contract that will guide them to</p>	<p>Students with more than 4</p>	<p>Monthly</p>	<p>Grade advisors, AP and Principal</p>

gaining a more positive outlook on learning. Student voice will be the center of the assembly.	demerits in a month		
Parents will be invited to attend a social and emotional workshop to gain a better understanding of the adolescent mind. We will share our philosophy of all students can learn, and will learn as long as they are taught through their own learning styles. Parents will be exposed to their own learning style and to their own child's. This will benefit our parents when they assist their child in completing assignments at home.	Students with more than 4 demerits in a month	Weekly	Grade advisors, AP and Principal
As we continue to promote the positive in our students, we will celebrate those students who show progress within the STAR STUDENT system. Positive rewards are distributed each time an individual goal is met	Students with more than 4 demerits in a month	Weekly/monthly	Grade advisors, AP and Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The grade advisors will have an advisory period with each of their classes once per week. The advisory program will include the 7 Habits of the Highly Effective Adolescent/The Leader in Me programs. The advisors have created a "SHIP" wall to promote the 3 "SHIPS" of a model character --Citizenship, Scholarship, and Leadership and Incentives will be advertised and positive praise will promote model behavior.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Grade advisors will discuss the findings at monthly cabinet meetings. Students will monitor their own progress and be rewarded as their goals are met. The new blue cards will be collected and entered daily by the grade advisors. By February 2016, the number of students who will be participating in the new system will have a 50 percent decrease
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

The need for this goal of collaboration was developed through a comprehensive analysis of the end of the year teacher reflections and individual conferences. MS 577 has developed a strong commitment to collaboration , action research and professional learning. During our past quality review we were deemed well-developed in 4.2 which is one of our strongest areas for our teachers. We plan and collaborate their best practices vertically and horizontally within our school at teacher team meetings. The teachers’ feedback to their colleagues is crucial in fostering a a true learning environment and allows for consistent growth in all teachers.

The priority need is to create a calendar of professional learning opportunities that intertwines action research which will enhance our collaborative learning groups. The action research learning projects will focus on student achievement, and the social, emotional aspects of the adolescent student.

### Part 2 – Annual Goal

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

By June 2016, teachers will implement consistent teaching strategies that will enhance teaching and learning in all classrooms that will increase student achievement. The goal will be measured by formative and summative benchmark assessments. Benchmarks are administered three times per year. During teacher team meetings, we analyze the growth made by our students in all skill areas. Students show growth by the increase in the number of questions correct in a specific skill area.

All teachers will be given the opportunity to participate in research based learning and be made aware of the successful teaching strategies (14-15) during our Monday collaborative professional learning sessions.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teacher team meetings will meet twice per week and analyze student work, dissect and analyze data and share best strategies in the classrooms. The teams discuss strategies that work with certain learners and are flexible to use in their own classrooms. During Monday Professional Learning Sessions we work in 4 week cycles. Our teachers decide which area/topic would benefit their students and increase student progress. The teachers dig deep into research to prove or gain knowledge about their topic and then implement for evidence. f	All departments and grade teams	Sept 2015- June 2016	Teacher leaders of each department/grade advisors
S.I.T. Meetings-During our School Improvement Team meetings we address the needs of our I.E.P students, ENL, and sub-groups. Our special education team works with our general education teachers during planning. Planning is the key factor in student engagement. We individualize our plans for all our students according to their learning styles.	All related service providers, assistant principal, principal	Sept. 2015- June 2016	I.E. P. Teacher/Principal
Action-Research based learning will take place i 6-week cycles. The teachers devise the research based on the theme--Raising Student Achievement. It is extremely important to have teacher voice within the learning time. Our teachers strive to learn new strategies and are excited to share the successful ones with their colleagues.	All departments and grade teams	Sept. 2015- June 2016	U.F.T. Chapter Chair/U.F.T. Committee/Principal and Assistant Principal

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
???										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

## **Part 5 – Progress Monitoring**

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

Daily formative assessments/exit slips will be used to identify student improvement and/or to make adjustments to lesson plans. All teachers will submit monthly progress logs for their students to be monitored by the AP and Principal. By February 2016, all students will be given the second benchmark to be compared to the first benchmark (Oct).

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

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

**Part 1 – Needs Assessment**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

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

**Part 4 – Budget and Resource Alignment**

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

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

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

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

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

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

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Benchmark assessments  Teacher observations  Quick assessments	Max Scholar  Close Reading  ELA NEWS  Skill Based lessons  Reciprocal Teaching  Literature Circles  Writing cycle  Peer tutoring  After school ELA CCSS skills	ELA teacher will decide group size	Lunchtime  afterschool
<b>Mathematics</b>	Benchmark assessments  Teacher observations  Quick assessments	Kahn Academy  Reflex Math	Math teacher will decide group size	Lunchtime  afterschool
<b>Science</b>	Benchmark assessments  Teacher observations  Quick assessments  Living Environment Lab Prep	Individual instruction, Science website, reflex and Brainpop	Science teacher will decide the maximum number of students in a group	Lunchtime  afterschool
<b>Social Studies</b>	Benchmark assessments	SS DBQ, Differentiated	SS teacher will decide the maximum	Lunchtime

	<p>Teacher observations</p> <p>Quick assessments</p>	<p>instruction through Glencoe, Brainpop</p> <p>Peer tutoring with peer evaluations in documents based essays/law cases</p> <p>Socratic Seminar</p> <p>Gallery Walk</p>	<p>number of students in a group</p>	<p>afterschool</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Teacher reports</p> <p>S.I.T. Meetings</p>	<p>Brainpop, Kahn Academy, 7 Habits of a Highly Effective Teenage, Middle School Success</p>	<p>Social Worker, SAPIS, and guidance counselor will determine whether the groups will be small or one-to -one</p>	<p>Scheduled sessions during the day</p>

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
MS 577 is a showcase school for District 14. Our principal is a model principal and we have one model teacher. We host many professional learning sessions with a share, model and implement approach to learning our best practices. Our team is a tight knit family. We have a minimal percentage of teacher turnovers, less than 1%. Our teachers have been a part of the MS 577 family since 2004-2005 school year. The few teachers who have left MS 577, left due to child care leave, family related issues or retirement.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
MS 577 provides high quality professional learning sessions during our Monday meetings, and our teacher team sessions. The teacher teams study student work based on the CCSS rubric to offer students quality feedback. This will ensure that students understand their weaknesses and can self-correct after receiving quality feedback. Small group instruction is data driven by our benchmark assessments. Students work toward mastering the skills in which they show deficiency. We are building accountability in our students by using the student reflection template that is utilized across all subject areas. Benchmark assessments are given at the beginning (early Oct), middle (February) and at the end (May). We analyze the data and track progress throughout the year.
MS 577 participates in NYC Wide Professional Learning and D14, professional learning workshops. Currently, we have been participating in the professional development series for Literacy Collaborative Design and The New Math Discourse Workshop.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

## Part 4: SWP Schools Only

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

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

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

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

Teacher voice is the center of decision making across all areas of MS 577. We have created Lead Teachers for each department. The Lead Teachers were solely selected by the teachers of the department. All our created teams (Instructional, MOSL, Department, Crisis, and Special Ed) members were selected with the UFT and teachers of MS 577. Assessments, Curriculum Adjustments, Incentive Trips, etc are all decided within the teacher teams

### 4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	337,534.00	x	Section 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,781,425.00	x	Section 6

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

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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#### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. MS 577, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. MS 577 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, science social studies, use of technology and the social emotional aspect of the adolescent

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, or the Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator, Mrs. Marchione, to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. Mrs. Marchione will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

MS 577 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

## **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>577</b>
School Name <b>Conselyea Preparatory</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Mrs. Masullo</b>	Assistant Principal <b>Mrs. Stevenson</b>
Coach <b>Mrs. N. Spinosa</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. A. Spinosa</b>	School Counselor <b>Ms. Erin O'Donnell</b>
Teacher/Subject Area <b>Ms. Isca</b>	Parent <b>Ms. Rivas</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mrs. K. Marchione</b>
Related-Service Provider <b>Ms. L. Katcher</b>	Borough Field Support Center Staff Member <b>Ms. C. Felix</b>
Superintendent <b>Mrs. A. Winnicki</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	512	Total number of ELLs	30	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>							0	0	0					0
<b>Dual Language</b>							0	0	0					0
<b>Total</b>	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					
<b>All ELLs</b>	30	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	12
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	8		1	16		9	6		2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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**Freestanding English as a New Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**FORMER ELLS BASED ON REVISED EXITING CRITERIA**

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government	8		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Paste response to questions here: MS 577 utilizes a computer adaptive benchmark system for all students in ELA and Math. The Performance Series Assessment is given three times per year, Sept, January in late May. The data provides lexile levels, and it itemizes the reading skills that each individual needs improvement. MS 577 also uses the MOSL exams to assess literary skills. Last year, we purchased the Max Scholar reading system for our ENL and SWD population. The data was used to adjust lesson plans for direct instruction from our ENL teacher.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Paste response to question here: Our ENL students are progressing towards becoming proficient. Their lexile reading levels have shown slight increases over a year's time, however their NYS ELA test scores remain the same or have decreased. The NYSESLAT shows that there was a general increase. Most students moved up a proficiency level. There were six 7<sup>th</sup> graders who tested out and are now commanding ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Though there were no schools in the district that met the AMAO, MS 577 showed an increase in NYSESLAT scores across their ENL population.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our ENL students across all grades with entering and emerging performance on the NYSESLAT, perform at a low rate on classroom tests given in English. The ENL students are not well versed with prior knowledge or have a high enough reading level to successfully pass classroom tests given in English. The emerging and expanding students are performing at an average proficiency rate in classroom tests

that are given in English. School leadership and teachers discuss the results and create tailored individualized plans for all of our ENL students. All of our ELLs take tests in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teacher team meetings and School Intervention Meetings are specifically programmed into the ENL student, general education teacher and ENL teacher's programs. During these meetings, ENL assessments are analyzed and tailored individualized instruction is woven into daily lessons. Students are grouped accordingly, to their proficiency levels, with the use of different material and scaffolding.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate our programs by students' progress. As seen by last years NYS data, we have too many LTE's and therefore we are revisiting our program and making changes to push in with our students to test out with all ENL current and former within our classrooms. We use the NYSESLAT, benchmarks, MOSLs, classroom performance, state tests, and observations to evaluate our programs.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Upon "new" admission to our school, our ENL teacher and social worker will meet with the family of the incoming new student. The ENL teacher and social worker will interview the family and obtain as much background information as possible, including the administration of the HLIS survey. If the family is in need of translation services during the interview we will use our on-site translators or if we can not provide translation we will use the translation and interpretation unit.  
MS 577 follows all regulations as stated in CR Part 154. They are as follows.  
The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners NYCDOE | 7 (NYSITELL), (3) the administration of the NYSITELL , (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish. When parents enroll their child in a school, the school must determine the enrollment status category to which the student belongs.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
SIFE Identification Process 1. Administer the oral interview questionnaire 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT. F
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Upon entrance to our school all students with IEP's , ENL or not, are reviewed by our School Improvement Team. The team analyzes the IEP and creates a plan of intervention. To identify students with IEPs MS 577 follows all regulations as stated in CR Part 154. (Page 11 from the ELL Policy and Reference Guide.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
The ENL teacher and the ensures that all entitlement or non-entitlement notification letters are distributed within 5 school days. The ENL teacher is in communication with the parents, as well as the social worker. Our staff is committed to ensuring that parents are

receiving all documentation in a timely fashion. All copies of paperwork is kept in the ENL binder and the original and necessary forms are placed in the student Cumulative folder.

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

We host a ENL meeting for parents in September. During this meeting, all regulations, goals, expectations are discussed. We outline all curriculum, school policies, and any important school information during this time. We follow up with weekly calls to our parents regarding their child's progress or concerns. All regulations from the ELL poloct Guide are followed. MS 577 starts with Phase .1 Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who • Have a home language other than English, and • Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: • A student's parent or guardian • A student's teacher (if the teacher's request includes written consent from the parent or guardian) • A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps: 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). 2. School reviews all documents related to the initial or reentry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. 5. School consults with parent or guardian. 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4 , of the student's abilities in listening, speaking, reading and writing in English. 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 11. All notifications and relevant documents must be kept in the student's cumulative folder. Phase 2 Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

To ensure all parents understand our programs at MS 577, we have a brochure that defines the freestanding ENL program. Our website also has information about the programs. Our ENL teacher sends a letter home outlining all the helpful tools and pages on the internet and invites them to the parent meet-and greet. The ENL send homes, records, and keep all paperwork of parent choice options after the parents come to the meet and greet and reviews all the details of the program choices. Parents receive letter that informs them their default choice is a bilingual program, if the parent choice form is not returned within 18 days.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent communication sytem at MS577 includes backpack letters, Blackboard Connect automated phone system, and Jupiter Grade System. If letters are not returned within 2 days our parent coordinator will make contact with the parent. The ENL send homes, records, and keep all paperwork of parent choice options after the parents come to the meet and greet and reviews all the

details of the program choices. Parents receive letter that informs them their default choice is a bilingual program, if the parent choice form is not returned within 18 days. In addition, our teachers send messages to the parents through our Jupiter grades system.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parents receive letter that informs them their default choice is a bilingual program, if the parent choice form is not returned within 18 days.
9. Describe how your school ensures that placement parent notification letters are distributed.  
MS 577's ENL teacher hand delivers each placement letter to any new admits with a follow up phone call home to ensure that parents received it and understand all its context. Placement letters are copied and placed in the child's cumulative record folder upon return.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ENL documentation is placed in the child's cumulative record folder by the ENL teacher and all copies are kept in a yearly folder kept with the ENL teacher. All staff can access the information if necessary by contacting the ENL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year the assessment team orders the assessments in conjunction with the ENL teacher. The assessments are given within the NYS timeframe. The ENL teacher administers the assessments. MS 577 follows the NYSESLAT Administration Best Practices Overview Schools must administer the New York State English as a Second Language Achievement Test (NYSESLAT) to all English language learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, schools must administer all sections (speaking, reading, listening, and writing) of the NYSESLAT to students. To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps: Step 1: Identify Eligible Students • Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at your school. • Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. • Upon receipt of your NYSESLAT materials count the number of booklets and answer documents; for information on when materials should arrive. o If you do not have sufficient numbers of materials, contact your Borough Assessment Implementation Director (BAID); Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion • Note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT. • To administer the speaking subtest during the administration window, do the following: o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window. • To administer the reading, listening, and writing subtests during the administration window, do the following: o Note that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly. o Assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests. • Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT. Step 3: Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested • Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions. Q and A on Special Circumstances 1. Q: What should I do with answer documents for students enrolled in GED/TASC programs? A: These students do not need to be tested and no answer document needs to be submitted. The answer documents should be retained at the school and sent for secure shredding in September. 2. Q: What should I do with answer documents for students who went through the ELAND review process and are now not ELLs? A: If the student is no longer classified as an ELL based on an ELAND review, they do not need to submit an answer document. The answer documents should be retained at the school and sent for secure shredding in September. 3. Q: What should I do with answer documents for students who recently were determined to have exited ELL status through CR Part 154's alternate exit criteria? A: They do not need to submit an answer document. The answer documents should be retained at the school and sent for secure shredding in September. 4. Q: On what grade should NYSAA students be administered the NYSESLAT? A: For NYSESLAT administration purposes, NYSAA students are considered ungraded. Therefore, the grade bubbled in on the answer document should be based on the NYSAA Birthdate Chart. 5. Q: What should I do with answer documents for NYSAA students who are unable to respond to any questions? A: Blank answer documents still need to be sent in. Schools are encouraged to have students respond to at least one or more questions, to the extent possible, in order to obtain a valid test score. 6. Q: What should I do with answer documents for NYSAA students who need a new answer document because, based on the NYSAA Birthdate Chart, will take the NYSESLAT in a different grade band? A: The school should make a new answer document and send the new answer document in for scanning. The pre-slugged answer documents should be retained at the school and sent for secure shredding in September. Note: the grade will not be bubbled in for District 75 pre-slugged answer documents. Schools must bubble in grade on all answer documents.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
MS 577 follows regulations found in the ELL policy guide. Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English language learners must

take the NYSESLAT (see page 44 for best practices). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. Schools must send Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT). Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent. Schools that receive articulating ELLs should review student records in order to provide program continuity (e.g., middle schools with sufficient numbers of sixth-grade ELLs who come from grade five bilingual programs must create a bilingual program to serve these incoming students).

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend at MS 577 is a freestanding ENL program. For the past several years, parents have inquired about the freestanding program only. We align our programs by the trending parent choices.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Our ENL program will be delivered via push in with the core subject areas and pullout for identified skills. All ENL students are placed in block classes and travel with a general education class throughout the day. To ensure direct in-class instruction is rigorous we have created teacher team meetings for the ENL teacher to meet with the ELA and Math teachers to review data and create lesson plans. Our ENL teacher will review the results of our Multiple Intelligence Survey to get a better understanding to how these students learn best. These multiple entry point strategies will be incorporated in the lesson plans. All of our ELLs are programmed as per Part 154 found on page 31 of the reference guide. Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Students in freestanding ENL programs can come from many different language backgrounds, and English may be the only common language among the students. As per CR Part 154, there are 2 types of ENL: • Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction. • Integrated ENL is instruction to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or coteaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL. Students are always grouped by their proficiency level.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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

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

The mandated instructional minutes drive the ENL teachers program. We analyze the minute structure for each student in each grade, then place them together in a class. Once placed in the class, the instructional minute time may differ therefore an individualized program will be created for the students. We program all of our ENL students into STARS. We cross reference NYSESLAT scores with our teacher programs.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- Core content is delivered in all our classrooms; therefore each ENL is learning Common Core standards within the block period of time. The ENL teacher uses support structures such as ELA News to have reading content material at a lower level.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- ELLs take all tests in English, with madated accomodations and modifications.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- The ENL teacher provides formative assessment throughout the year. She also administers self checks and benchmark assessments to document progress for each student. Assignments, and assessments are formulated to cover all modalities, speaking, listening, reading, and writing. Scores from the NYSESLAT modalities are used to help guide instruction in each modality.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status
- We differentiate instruction according to the students mandates and needs. The ENL teacher has portfolios and evaluation cover sheets for all students as evidence of learning. Our ELL students are grouped by proficiency levels. Instruction is focused on what modality the students have the lowest NYSESLAT scale score. Many newcomer ELLs in MS 577 have a stronger focus on vocabulary and basic grammer in an effort to build skills to lead them to higher ordered thinking and writing. Many developing ELLs have a strong focus on writing and essay organization. Former ELLs have much of their ENL intruction based around subject content.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.
- MS 577 follows all protocol for re-identification. Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who • Have a home language other than English, and • Are ELLs and non-ELLs The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: • A student's parent or guardian • A student's teacher (if the teacher's request includes written consent from the parent or guardian) • A student of 18 years of age or older The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. NYCDOE | 21 The Re-identification Process consists of the following steps: 1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal). 2. School reviews all documents related to the initial or reentry identification process detailed above. 3. School reviews the student's work in English and in the home language. 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL. 5. School consults with parent or guardian. 6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4 , of the student's abilities in listening, speaking, reading and writing in English. 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English. 8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues. 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision. 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly. 11. All notifications and relevant documents must be kept in the student's cumulative folder.

Chart 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?

Our teachers of ELL-SWD's use reciprocal teaching, literature circles, and Socratic Seminars to provide academic content delivery and to assist in English Language development. The ENL teacher ensures that the students are receiving all mandated ENL units and that all their IEP accommodations are met and helpful in accessing the English language.

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

Our instructional focus for the ELL's-SWD students is to provide rigorous instruction in the content areas. The ICT teacher uses formative instruction throughout the daily lessons to track that the IEP goals are being attained. Our push-in model will allow for the ENL teacher to scaffold the material so the students understand the content. We use the same model for our lower performing students. Each year our goal is to meet the needs of all diverse learners. Our tight knit family environment allows for daily check-ins with our students by the ENL teacher. All students, including out ELLs are placed in the correct ICT classes when the students schedules are formulated.

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

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

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

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



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

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

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

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

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

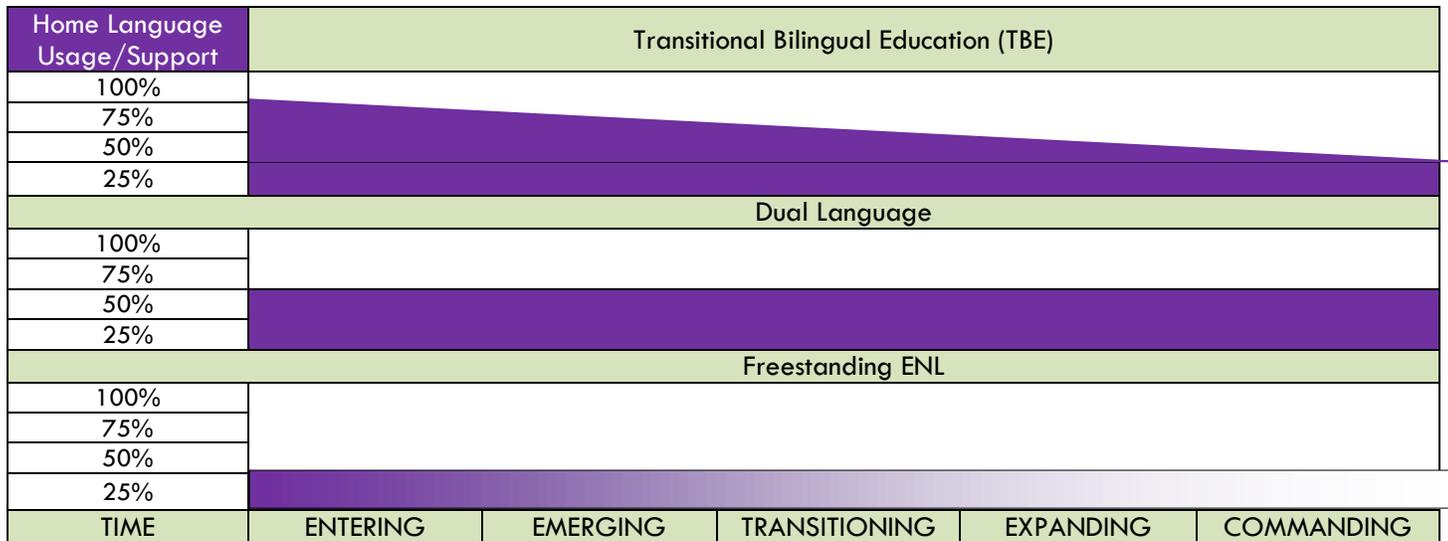


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention programs include small groups of students who are identified through benchmark instruction or teacher assessments. Teachers build individualized instructional plans for these students. Modified material is utilized to assist the students in understanding the curriculum. The differentiated instruction is also tailored by these assessments and strategies are infused in our daily lessons to promote success. Our students work in small groups based on their ability. Teachers carefully monitor the targeted groups by conferencing and formative assessment. Our targeted students also receive lunch time individualized instruction and peer tutoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current targeted program has been successful for our SWD's and general education students. Therefore a decision has been made by our S.I.T. to mirror that of SWD's and general education for our ENL's. Our students, including our ELLs are showing a better coherence across subjects. Improved vocabulary and writing skills is helping our students use prior knowledge to be more successful in all subjects, math, ss, science, as well as ELA. The ENL teacher sends all the general ed teachers a "snapshot" of ELLs illustrating all the ELLs in our schools, their proficiency level, and their strengths and weaknesses.
12. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: We may add Reading Plus to our ELA program. We have joined the LDC group which will allow for our teachers to have more exposure to different ideas and strategies along with a reservoir of modified materials.
13. What programs/services for ELLs will be discontinued and why?
- The exclusive pull out model is being disbanded due to the high number of LTE's and new Part 154 regulations. We have 16 developing students out of 30 total.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students including our ELLs are granted the same access at MS 577. The ENL parents are notified in their native language if necessary. These programs include after school programs as well.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- CodeX will be used for all students at MS577. Instructional programs such as performance series, Max Scholar and/or Reading Plus will be utilized. All our units are looked at and modified to include access to ELL using scaffolding and modifications to materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ELLs have access to bilingual and english dictionaries, libraries in the home language, and electronic word translators. Only when applicable MS 577 uses version of tests in the student's home language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- The ENL teacher reviews all documentation well in advance to ensure all required services are met. The S.I.T team works with the ENL teacher to review and analyze all documentation.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- The ENL teacher, parent coordinator and guidance department work together to create a packet of information which is then translated to the student's home language and distributed to the families. They are also invited to participate in new parent workshops on Tuesdays.
19. What language electives are offered to ELLs?
- We offer Spanish.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher actively participates in our research based professional learning time on Mondays where scaffolds for our ELLs are included in our agendas. In addition she participates in city-wide ENL workshops. She continue to see outside ENL workshops to strengthen her work for our students.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
50% of the ENL teachers professional development is ELL focused. She attends any of the PD offered by the district.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance department conducts adolescent workshops to our entire staff and includes how to handel some of the ELL specific difficulties, struggles that come with the language barrier. The guidance department meets with the ENL teacher during S.I.T. meetings to discuss any social concerns the ENL teacher has noticed in her students. The ENL teacher attends monthly workshops from NYC to further her expertise with transitioning.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The ENL teacher actively participates in our professiona learning sessions on Mondays. The researched based learning is divided by core subject area or grade. In addition to NYCDOE workshops, the ENL teacher participates in district wide professional learning activities when applicable. MS 577 adheres to all the PD regualations from CR Part 154. MS 577 provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teachers keeps all copies of PD agendas, and a copy is placed in her folder in the main office.

### C. Parental Involvement

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

We host three ENL meetings for our parents. In September our S.I.T team meets with all the ENL parents. The ENL teacher hosts individual meetings as well. In February, we host a mid year check-in meeting to ensure all goals are being met. If translation services are needed to utilize our dual language staff members to translate. If we are not able to provide the service, we use the translations and interpretation unit. We will be collaborating with district 14 staff to offer additional parent meetings.

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

All records such as phone logs, agendas, sign in sheets and handouts are stored in a binder located in the principal's office. MS 577 follows all regulations for Parent Selection and Program Placement as per CR Part 154. Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. Schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs. • When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City (see page 25), regardless of whether the preferred model is currently offered in the school. • To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages).

Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and 18 | ELL Policy and Reference Guide requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands. Schools should contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff. • After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. o The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school. □ Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades • In grades 9 to 12, 20 or more ELL students who speak the same language in one grade o Schools are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. For more information on the ELPC screen, see page 35. o The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
ELL parents are equally as involved with our school community as others. Information regarding events, or meetings are distributed to the students via backpack or through our blackboard Connect system and by the parent coordinator. All parents are afforded the same opportunity to become involved in our school. ELL parents are invited to all PTA meeting, to all parent conferences, to curriculum night, to orientations and meet-and-greet night. ELL parents are invited to all fundraisers and to chaperone student trips. ELL parents are invited by the ENL teacher for individual meetings to discuss their specific students and are encouraged to schedule Tuesday afternoon meetings. Parents are called, during parental involvement time, by the ENL teacher to receive up to date and specific information. All ELL parents receive a jupiter log in and are given necessary translations.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
MS 577 partners with Brooklyn North, District 14, NYU BETAC, and Compass to provide workshops and services to ELL parents.
5. How do you evaluate the needs of the parents?  
Learning Environment Surveys and parent questionnaires distributed by the parent coordinator.

6. How do your parental involvement activities address the needs of the parents?  
All parent involvement activities are derived from the surveys/questionnaires which addresses the needs of all parents. Activities are adjusted and planned accordingly.

#### **D. Additional Information**

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

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Masullo	Principal		
Karen Stevenson	Assistant Principal		
Karen Marchione	Parent Coordinator		
Anne Spinosa	ENL/Bilingual Teacher		
Ms. Rivas	Parent		
Mrs. Isca	Teacher/Subject Area		
Steve Leselrod	Teacher/Subject Area		
Toni Herrera	Coach		
Nevin Spinosa	Coach		
Erin O'Donnell	School Counselor		
Alicja Winnicki	Superintendent		
Cynthia Felix	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **#INGEST ERROR!** School Name: **Conselyea Preparatory**  
Superintendent: **Mrs.**

### Before you begin, please check the following:

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

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

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

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

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

On a yearly basis, Middle School 577 is proactive in providing parents with the necessary translation services. MS 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 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 memebers, who provode services to those families in need. Our school uses the available resources provided by the DOE to effectively communicate with all of our parents. Translation services are available based on the needs of the parent. We use the HILS, ATS, Emergency Contact Cards and conversations and observations with our parents to identify and accommodate our language translations.

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

Middle School 577 utilizes the demographic data provided to us by the HILS report and the parents preferred langauge option in ATS. Based on the results, we utilize our resources from within our school community and the DOE. Middle School 577 parent population prefer Spanish, Polish and Arabic translation services.

## Part B: Creating a Communications Calendar

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

Parent/student handbook, monthly calendar, daily correspondences, parent/teacher conferences, after-school programs, NYS testing calendar, MS 577 testing calendar, PTA news, monthly newsletters, SLT news and curriculum information.

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

MS 577 has an open door policy for all families. Throughout the school year we have many formal and informal face to face meetings with our parents. In September, we start with the NYC kick-off meet and greet. Our parent coordinator organized family fun activities, while our teachers create curriculum packets and year long calendars for their parents. As the progresses we offer student led conferences which take place three times per year, weekly workshops on Tuesdays, curriculum night, high school information night, weekly Tuesday parent meetings with our attendance teacher, IEP meetings, guidance counselor workshops and weekly individual parent meetings, parent coordinator small group workshops, etc

## Part C: Providing Language Assistance Services

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

The MS 577 secretary identifies the parents who are in need of translated documents in early Sept. All documents are translated in a timely fashion and are distributed to those in need with all other correspondences. Correspondences are mailed, or back-packed. Our Blackboard Connect system translates our verbal messages in all languages. Our parent coordinator creates the messages in all applicable languages and then sends them to the parents. All documents will be translated by in- house staff.

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

As described in answer 1, our Blackboard Connect system translates to all languages. In addition, we have in-house translators that will service our school community. If we cannot support the language with our staff, we will use the translation and interpretations unit.

#### **Part D: Training Staff on Policies and Procedures**

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

All staff members receive a staff handbook in September that clearly and concisely explain the operations of our school. The MS 577 language and translation service is also posted in our main office. To ensure, all parents will be made aware there is a copy in their child's handbook. All teachers are informed of the many translation tools and translated handouts available on the intranet.

#### **Part E: Providing Notice of Language Assistance Services**

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

##### Checklist of Notification Requirements

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

#### **Part F: Monitoring and Quality Control**

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

The Parent Coordinator and Language Access Coordinator will track the parents' satisfaction through a parent survey and follow-up phone calls.

