Department of Education

MARSH AVENUE EXPEDITIONARY LEARNING SCHOOL

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (31R063)
ADDRESS: 100 ESSEX DRIVE STATEN ISLAND NY 10314
TELEPHONE: 718-370-6850
FAX: 718-370-6860

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R063 **SCHOOL NAME:** Marsh Avenue Expeditionary Learning School

SCHOOL ADDRESS: 100 Essex Drive Staten Island, NY 10314

SCHOOL TELEPHONE: 718-370-6850 **FAX:** 718-370-6860

SCHOOL CONTACT PERSON: Jessica Milona **EMAIL** Jjenkins2@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Joyce Terzakos
PRINCIPAL:	Jessica Milona
UFT CHAPTER LEADER:	Dana DePinto
PARENTS' ASSOCIATION PRESIDENT:	Doreen Prescott-Sluder
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 31 **CFN:** 409

CFN NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Jessica Milona	*Principal or Designee	
Dana DePinto	*UFT Chapter Chairperson or Designee	
Doreen Sluder	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Joyce Terzakos	Member/Teacher	
Joanna Padula	Member/Teacher	
Louise Demeo	Member/Teacher	
Rashida Ladner	Member/Parent	
Dawn Philhower	Member/Parent	
Carol Aponte	Member/Parent	
Lind aDemartinis	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signature Page to be signed at November SLT meeting

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Marsh Avenue Expeditionary Learning School was opened in September, 2008. We are founded on an understanding and encouragement of the diverse learning needs and styles of all students. We believe that all students can learn when instruction is responsive to the variety of "intelligences" students bring to the classroom. We believe that all students have unique profiles of strengths, needs, and interests. We are committed to providing a learning environment which is conducive to developing the unique intellectual, social, physical and emotional potential of each child. We foster a culture of mutual respect that builds trust and engages students in learning. Equal emphasis on character and academics, a caring and dedicated staff in a small setting, and a partnership with Expeditionary Learning Outward Bound Schools give our students an opportunity to move deeper into the curriculum at every level. Marsh Avenue Expeditionary Learning School is a place where administration and teachers reflect upon their own teaching practices for the purpose of professional growth and the continued enhancement of the quality of instruction. Differentiated instruction is driven by a careful analysis of data that includes test scores, learning styles, interest inventories, results from interim assessments, conferencing, and observation. Our vision is built upon the principle of the school as a community of learners and leaders.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: Marsh Avenue School for Expeditionary Learning

District: 31 **DBN:** 31R063 **School BEDS Code:** 353100010063

DEMOGRAPHICS

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

Enrollment

(As of October 31)	2007-08	2008-09	2009-10
Pre-K	0	0	
Kindergarten	0	0	
Grade 1	0	0	
Grade 2	0	0	
Grade 3	0	0	
Grade 4	0	0	
Grade 5	0	0	
Grade 6	139	152	
Grade 7	0	138	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Ungraded	0	0	
Total	139	290	

Attendance - *% of days students attended*:

2007-08	2008-09	2009-10	*(As of June 30)*
95.1		TBD	

Student Stability - *% of Enrollment*:

2007-08	2008-09	2009-10	*(As of June 30)*
98.6		TBD	

Poverty Rate - *% of Enrollment*:

2007-08	2008-09	2009-10	*(As of October 31)*
37.8		48.2	

Students in Temporary Housing - *Total Number*:

2007-08	2008-09	2009-10	*(As of June 30)*
0		TBD	

Recent Immigrants - *Total Number*:

2007-08	2008-09	2009-10	*(As of October 31)*
1		0	

Special Education Enrollment:

(As of October 31)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	21	21
# in Collaborative Team Teaching (CTT) Classes	9	24	1
Number all others		9	

These students are included in the enrollment information above.

2007-08	2008-09	2009-10
0	0	
0	0	

Suspensions *(OSYD Reporting) - Total Number:*

2007-08	2008-09	2009-10	*(As of June 30)*
TBD		Principal Suspensions	
TBD		Superintendent Suspensions	
21			

Special High School Programs - *Total Number:*

	(As of October 31)
CTE Program Participants	
Early College HS Program Participants	

English Language Learners (ELL) Enrollment: (BESIS

Survey)

(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	
# in Dual Lang. Programs	0	0	
# receiving ESL services only	1	0	10
# ELLs with IEPs	2	0	4
0	TBD	These students are included in the General and Special Education enrollment information above.	

	2007-08	2008-09	2009-10	
Number of Staff - *Includes all full-time staff:*				*(As of October 31)*
Number of Teachers	TBD			
Number of Administrators and Other Professionals	TBD			
Number of Educational Paraprofessionals				

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends/Area's of Accomplishments:
MAELS is a new small school which opened in the fall of 2008. As we enter our third year and will graduate our first class of students this year, we have many accomplishments to celebrate. 2009-2010 testing data indicates that 65% of our grade 6 students scored at or above a level 3 on the NYS ELA test, with 51% of our grade 7 students scoring at or above a level 3. The mean scale score for grade 6 ELA was a 665 and the mean scale score for grade 7 was 669. Achievement results in math were slightly better. 75% of our grade 6 students scored at or above a level 3 with a mean scale score of 687 and 64% of our grade 7 students scoring at or above a level 3 with a mean score of 680. Despite the changes to the cut scores for the 2009-2010 testing year, our students made significant gains. MAELS received a "B" on the school progress report, earning a total of 61.1 for an overall score, missing an "A" by one percentage point. MAELS did better than 74% of all middle-schools city-wide. 58% of our students had a growth percentile of over 70% in both ELA and Math.

For the second year in a row, we scored in the "A" range on our learning environment survey which relative to our peer horizon, is receiving scores above 92% in the area of academic expectations, communication, and engagement.

Our Quality Review report for the 2009-2010 school year indicated a "proficient" status and highlighted the many areas we celebrate as areas of accomplishment which include but are not limited to the following:

- ✓ A careful collection of and analysis of data to drive instruction
- ✓ A positive school culture
- ✓ Positive and collaborative relationships with parents and families
- ✓ A strategic partnership with Expeditionary Learning and NYCOB
- ✓ Strong professional development
- ✓ Student reflection on learning

Significant Aids: include the use of the Teacher and Student Assessment notebook which allows our teachers to identify the strengths and weaknesses of our students, plan for small group instruction, and further differentiate instruction. Continuous collection and analysis of summative and formative data

provide for our school community data which drives daily instruction. A differentiated professional development cycle provides for our teachers individualized and targeted support.

Significant Barriers: We are continuing to build upon our technology program.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-2011 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Goal (1)	To increase the number of teachers implementing differentiated instruction strategies in their classrooms. **Time-bound: By the end of September, 2010, inter-visitations, coaching feedback, informal and formal observation reports will reflect strategies for differentiation in all classrooms.**
Measurable Objective	• During pre/post-observation conferences, teachers will be able to articulate how their lesson plans reflect differentiated instruction. • As part of our weekly professional development program, 90% of our teachers will participate and implement differentiated strategies in their classrooms.
Evidence	• Sign in sheets and agenda's for professional development sessions. • Data collection in the classroom through the use of the TAN (Teacher Assessment notebook) via Acuity, pre/post tests, exit slips, etc. • Observable strategies for differentiation (content, process, product, interest, and readiness) during instructional learning walks. Written feedback will be provided. • Student-written reflections in the SAN (Student Assessment Notebook) include reflections on mastery of learning targets and progress toward attaining SMART goals. • Scheduled periodic informal and formal observations will demonstrate that teachers provide a multiple array of options and choice for student to demonstrate their mastery of learning targets. These products reflect the outcomes of individual student learning style and multiple intelligence inventories. • During pre/post-observation conferences and common planning time, teachers will be able to articulate how their lesson plans reflect differentiated instruction strategies and create a plan for next steps.
Goal (2)	To increase inquiry work school wide **Time-bound: By October 1, 2010, all teacher schedules will include daily common planning and weekly collaborative inquiry sessions led by the department.**

Measurable Objective	90% of classroom teachers will participate on inquiry teams as documented by the ARIS inquiry tool
Evidence	Inquiry community documentation on ARIS
Goal (3)	Classroom teachers will increase their use of assessment data to plan for focused, small group strategy instruction in each of the core subjects. **Time-bound: By the end of the first professional development cycle, teachers will have studied and analyzed performance trends and summative data. Lesson plans will reflect the incorporation of targeted small group instruction. This is ongoing.**
Measurable Objective	100% of core-subject teachers will use assessment data to inform small group instruction 75% of teachers will demonstrate small group strategy instruction in observed lessons and walkthroughs
Evidence	Teacher lesson plans which demonstrate the evidence of small group planning Formal and informal observations
Goal (4)	To continue to develop and refine coherent subject-area curriculum that is aligned with the vision of MAELS. **By the 30th of each month, curriculum maps will be edited to reflect the analysis of classroom-level data as well as formal assessments.**
Measurable Objective	• During pre and post observation conferences, teachers will be able to provide a rationale for the essential questions and learning targets of the lesson and for how they are using students' time. • As part of our professional development plan, 100% of the 10 teachers in our school will participate in creating subject-area curriculum that focus on the language of Essential Questions. • All curriculum mapped learning targets will reflect the language of higher order thinking skills. • Low inference data collection will reflect high levels of critical thinking in classrooms as evidenced through questioning techniques.
Evidence	• Informal and formal observation reports will reflect the use of instructional techniques and processes that actively engage students using multiple modalities. • Curriculum maps will reflect that instructional strategies and content

	are tied into students' experiences -- making it real and applicable to their past experiences and their present needs. • Observation reports will reflect teacher integration of a variety of challenging learning experiences that develop students independent learning, collaboration, and choice. • Summative and Formative Authentic Assessment will be giving students connections through meaningful assignments that have direct applicability and carry-over into the real world.
Goal (5)	
Measurable Objective	
Evidence	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal # 1 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the number of teachers implementing differentiated instruction strategies in their classrooms.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	1. Ongoing professional development including weekly planning, one-on-one coaching with principal and/or instructional guide to implement strategies for differentiation into daily lesson planning. 2. Principal and Assistant Principal will provide professional development specific to the needs of individual teachers based on teacher progress toward implementation of differentiation strategies. 3. Differentiation monitored and evaluated during every informal/formal classroom teacher observation. 4. Identify a model classroom where best practices in differentiation can be modeled for staff through instructional inter-visitations. 5. During designated professional periods, study groups will gather as a learning community to further develop and refine understanding of strategies for differentiation of instruction. 6. Instructional Guide will conduct regular and differentiated department conferences based on teacher needs. 7. ASCD partnership – Coaching, professional development, modeling of lessons

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Weekly after-school professional development from 2:30 – 4:30, Per session rate paid for all attendee's. A strategic partnership with ASCD to provide monthly professional development services to teachers. Title One funds (10% allocated for PD) to be used to fund this partnership.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress made toward meeting goal reviewed monthly.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal # 2 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase inquiry work school wide
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	All classroom teachers will be trained in the use of the ARIS inquiry tool by data specialists and/or core team members Teams will meet weekly to engage in inquiry work Departmental teams will create an observation checklist that will be used to monitor progress toward meeting unit/skill-specific learning targets Teams will input their process into their inquiry community on ARIS
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Inquiry Team allocation in Galaxy. Addition per session budget allocated for departmental inquiry teams to meet.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress toward meeting goal reviewed monthly.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal # 3 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Classroom teachers will increase their use of assessment data to plan for focused, small group strategy instruction in each of the core subjects.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Professional development will be provided to all classroom teachers on how to analyze data to plan targeted lessons Department Lead teachers will meet weekly in departments to streamline work Classroom teachers will develop a template that will be used to conference with students The information gathered in the template will be used to inform instruction Teachers will form small groups based on the data Teachers will create targeted lessons for small groups
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Per session allocation for teachers to review, update, and disaggregate data. Professional Development plan includes several hours allocated for lesson study Department Lead teachers meet to plan. Five hours per month of per session dollars allocated to planning.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Assessment Data and conference notes reviewed before and after each unit of study by department (at least once monthly)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal # 4 *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To continue to develop and refine coherent subject-area curriculum that is aligned with the vision of MAELS.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• NYCOB/EL Organization (funded by Gates grant) will provide summer and ongoing Professional development opportunities to deepen staff understanding of the Expeditionary Learning Core Principles. • Gates funded School Designer and Instructional Guide will facilitate conversations around how existing data will drive the processes and methods to be used to deliver instruction and information. • Teachers will plan curriculum around best practices in Expeditionary Learning through participation in an actual learning expedition. • Ongoing professional development in the area of Acuity, conferencing, and formative/summative assessment strategies.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	Department Lead per session jobs created to plan for and deliver professional development around creating meaningful learning goals and the careful alignment of learning goals.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Mid-year and end of year NYCOB/EL (intermediary partner) assessment to ensure proper implementation of the Expeditionary Learning model as well as monthly review of professional development plan to revise, refine, and edit.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-11 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K						
1						
2						
3						
4						
5						
6	30	30	10	5	5	
7	40	40	8	3	2	
8	50	50	15	5	6	
9						
10						
11						
12						

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Delivery of Service: A combination of small group and individualized instruction during the school day as well as individualized programs for Saturday Academy. Type of program/strategy: 1) direct instruction in writing organization, 2) "Finish Line," a scaffolded test prep resource, and 3) Flexible grouping using sub-skills identified through ACUITY.
Mathematics:	Delivery of Service A combination of small group and individualized instruction as well as individualized programs for Saturday Academy. Type of program/strategy: 1) Math Upgrade – an internet-based leveled and interactive math program, 2) "Finish Line," a scaffolded test prep resource, 3) Flexible grouping using sub-skills identified through ACUITY.
At-risk Services Provided by the Guidance Counselor:	One time per week in a small group setting for social/academic skills as well as weekly push-in guidance sessions.
At-risk Services Provided by the School Psychologist:	Push-in services provided 3 days a week.
At-risk Services Provided by the Social Worker:	One time per week in a small group setting or individual setting.

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

NCLB/SED requirement for all schools

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

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

Form TIII – A (1)(a)

We currently do not have any ELL's requiring services

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2007-2008) LAP to this CEP.
Marsh Avenue Expeditionary Learning School (New School Opened in September 2008)

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___Bilingual _√_ ESL ___ Both Number of LEP (ELL) Students Served in 2010-2011: _____0

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):
At Marsh Avenue Expeditionary Learning School, English Language Learners *would* **(we currently do not have any)** receive English Language Arts instruction 5 periods per week for hour long blocks. Instruction is broken down into reader's and writer's workshop. A co-teaching model exists for English Language Arts five periods a week for our one general education ELL.

Curriculum: Literacy practices in Expeditionary Learning Schools incorporate building background knowledge workshops, anchor texts, reader's and writer's workshops, literature circles, and Socratic seminars. In our reader's and writer's workshop, a connection starts off a mini lesson. In our mini lesson, the teacher models the reading or writing strategy to be integrated into the mini lesson and independent work time. As a model, the teacher may read aloud a short piece, where they then will explain how the strategy fits into the excerpt or writing piece. The students will have a chance to discuss or gain clarification on the specific skill before beginning the work time where they practice it. Our work time is differentiated to meet the very specific needs of our English Language Learners. This differentiation includes flexible grouping, leveled texts, and pre-assessment strategies.
Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards.

Additional Supports: Pull-out small group instruction is one Supplemental program offered at Marsh Avenue Expeditionary Learning School for English Language Learners. We use a combination of web-based individualized learning programs as well as reading/writing intensives that are scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. All ELL students will receive this support three days per week during the school day.

Additional Supports: All English language arts teachers have been trained in Q-TEL and have infused these strategies into daily lesson planning. Q-TEL presents linguistically and culturally relevant theory and pedagogy in such a way that educators' learning experiences mirror that of their students. Quality Teaching for English Learners is based on an apprenticeship model of learning in which teachers and teacher educators are provided with experiences that enable them to gradually appropriate abilities necessary for effective teaching of English Language Learners in diverse teaching contexts.

Extracurricular and additional academic support: The extra-curricular activities offered at this new small school are: Achieve 3000 (a web-based differentiated reading program), homework haven, small group instruction, sports, dance, "Go-Girl Go," Drama/Broadway, Chess, Set Design, and Orton Gillingham. Ell students are encouraged to participate in one or more of these after school activities.

II. Parent/community involvement:

Conferencing with students in each of the four major subjects results in setting measurable goals for our English Language Learners. Every two weeks, a progress report is sent home to families which include extension activities for students to work on outside of school. Progress is monitored and measured closely.

Parent workshops are ongoing and focus on strategies to incorporate their child's learning style at home, ways to increase reading at home, and opportunities to learn about the curricula. Parents are also invited to participate in our literacy campaign. This literacy campaign entitled "The One Million Word Campaign" is designed to promote literacy across the content areas.

Translators will be provided at these meetings upon request by the parents to ensure that all information is made assessable to all our ELL parents.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

We will meet in June with the newly enrolled Ells. We will provide them with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs and within the borough of Staten Island.

IV. Staff Development (2010-2011 activities):

Staff Development is ongoing (daily, weekly, monthly) and includes the following areas:

- Literacy across the curriculum – Summer 2010, Reader's/Writer's Workshop
- Q-TEL Summer 2008 Week-long Institute
- Creating and Sustaining Expeditions (deep investigations of a given topic) as a school-wide focus – July 8th – 12th, 2010
- Differentiated Instruction - ongoing
- Conferencing - ongoing
- Data-Driven Instruction – August 25th – 28th, and ongoing

There is no TBE or DL program in our school. As per Parental Choice our students are placed in ESL program.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-2011:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	1287		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		936	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6434		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		156	
6. Enter the anticipated 10% set-aside for Professional Development:	15395		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

See summary from Needs Assessment Above

2. Schoolwide reform strategies that:
   a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Rigorous and differentiated professional development (divided into 3 cohorts based on need) ensures that teachers have the tools necessary to create, edit, and refine subject area curricula. As a result, these curriculum maps translate to classroom practice. These curriculum maps include both formative and summative assessment opportunities as well as how teachers differentiate process, product, and content.

   b) Use effective methods and instructional strategies that are based on scientifically-based research that:
      - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Saturday Academy is offered to all students in the area's of ELA, Math, and Social Studies. Further, students scoring in the level 1 and 2 range on the NYS ELA and Math tests are provided with additional academic support (2x) per week during the school day. As an additional service, high school students tutor our students in small group settings during our after school program which runs on Tuesday's and Thursday's from 2:30 – 3:30.

      - Help provide an enriched and accelerated curriculum.

Our curriculum is rooted in interdisciplinary learning expeditions which can be defined as project-based learning across subject areas. Students are given choice (a differentiated instructional strategy) in how they demonstrate their understanding of a given topic as well as multiple pathways to master learning targets.

      - Meet the educational needs of historically underserved populations.

Our classrooms are heterogeneously grouped. Teachers are required to conference with individual and groups of students to assess learning needs. This allows our teachers to adjust instruction accordingly. Further, teachers maintain conference notes in a Teacher Assessment Notebook. This formative assessment data is shared with parents and learning plans are created as a result of these conferences.

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

Our inquiry group of students is targeted. We chose this group of students based on specific testing data which indicated growth percentiles of less than 50% in the area of ELA. Specific writing strategies are used for this target group of students and lesson plans are differentiated to include needs-specific groupings.

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

N/A

3. Instruction by highly qualified staff.

All team members are highly qualified.

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

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

Recruitment efforts for a highly qualified staff begins in the late winter and includes student-led open houses and conversations with our own team of teachers.

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

Weekday, morning, and weekend workshops are designed around family schedules. An initial survey aimed at finding out parent availability
Allows us to offer an extensive series of workshops including ELA/Math sessions, bullying, Expedition participation, and student-led conferences.

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

N/A

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

In addition to Acuity, teachers create their own formative and summative assessments which serve as the vehicle to the modification and refinement of curriculum mapping and lesson planning.

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

Teacher conference notes provide our teachers with formative assessment data for students struggling to meet grade level standards. Additional assistance includes immediate AIS support as well as small group instruction inside the classroom.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

NOT APPLICABLE

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

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[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.
Not Applicable

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The following information is adapted from the "Expeditionary Learning Schools Core Benchmarks."

Reading:

Marsh Avenue Expeditionary Learning School is a new small school opened in September 2008 with curriculum in place that includes standards-based learning targets for every reading, writing, and listening standard. Learning Targets are the NYS standards re-written in student-friendly language. Students and teachers assess progress toward meeting these standards in a Student Assessment Notebook. Students are given multiple opportunities to reflect on their progress toward meeting the standards or learning targets. Students read every day and discuss and write about what they read.

In Expeditionary Learning schools, comprehension strategies are taught to convey the idea that reading is about making meaning. The excitement of learning expeditions motivates students to read; in turn, the explicit teaching of reading comprehension deepens students' understanding of content. Reading is taught across all the content areas because each subject area requires students to learn from written materials and requires different kinds of text (e.g., science articles, primary sources in history, word problems in math). Trade books, primary sources, and discipline-related articles are used daily.

Writing:

Compelling topics, in-depth investigations, and written projects and products motivate students and require them to represent their understanding of learning expedition content and issues. Teachers develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing vary by discipline and grade level, writing is a major tool in all content areas. Teachers have a common understanding and language for teaching the components of writing (i.e. ideas, organization, style, and conventions). Teachers explicitly teach writing through mini lessons, writers' workshops, models, and critique sessions. Teachers use their own writing to model the writing and revision process. Anchor charts document student understanding of the elements of good writing.

English Language Learners:

Marsh Avenue Expeditionary Learning currently has one student requiring ESL services. We have collaborated with the ESL student's elementary school about best practices and have developed a differentiated plan of action- along a continuum - based on the high level of ESL support this child received in Elementary School. Our intention was to continue to service this child using the effective practices already in place for this child.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

To dispel the relevance of this finding (Adapted from the "Expeditonary Learning Core Benchmarks"):

- Teachers integrate reading into learning expeditions to teach content and to develop literacy skills.
- An anchor text or texts are chosen for read aloud's to help teach expedition content.
- Readers' workshop is used to teach decoding, comprehension strategies, learning expedition content, and to scaffold expedition products.
- Literature circle texts often relate to the expedition theme, illuminate guiding questions, and build background knowledge.
- Socratic seminars and other protocols for structured discussions are used for expedition related articles and texts.
- Texts selected for learning expeditions include a variety of genres and primary sources.
- Students use the common language of comprehension strategies to discuss their reading.
- Students know how to choose texts and read difficult texts.
- Classrooms contain libraries with an assortment of resources, including texts related to expeditions, student-produced books, primary sources, and a range of media, genres, and levels.
- Marsh Avenue Expeditionary Learning School staff members have been trained in QTEL strategies and have implemented these strategies into our curriculum.
- The ESL services provided to our (1) student receiving ESL services are on a continuation of the differentiated support services this student received in Elementary School.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Marsh Avenue Expeditionary Learning School is a new small school opened in September 2008. As curriculum is developed and refined, the principal and teachers thoughtfully plan learning activities that include both content and process strands for every learning activity. The level of depth and academic rigor in Expeditionary Learning Schools combined with experienced teachers familiar with Impact Mathematics ensures that we can differentiate content, process, and product. Mathematics is taught in an inquiry-based manner. The Expeditionary Learning approach focuses on big mathematical ideas, high quality student work, and structures for teaching math within and outside of learning expeditions. Expeditionary Learning math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become metacognitive about their strategies. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day's learning. This sequence ensures that students are doing the thinking.

At Marsh Avenue Expeditionary Learning School, inquiry-based investigations, occurring over one or more class sessions, are a primary way for students to build understanding of mathematical concepts and skills. Math is taught through integrated math projects connected to interdisciplinary learning expeditions. Students apply math concepts and problem solving strategies through independent math projects that incorporate some elements of a learning expedition.

Teachers emphasize big mathematical ideas and encourage the generalization and abstraction of big ideas from experience and application. . Student work focuses on authentic application. Students work on open-ended problems, investigations, and projects. Teachers model comprehension strategies to improve understanding and to build a common language for talking about math.
Teachers foster mathematical discourse by asking open-ended questions, teaching the vocabulary of the discipline, and using effective instructional practices. Classrooms provide evidence of students' mathematical thinking and learning through anchor charts and displays of student work.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

To dispel the relevance of this finding:

The following information is adapted from the "Expeditionary Learning Schools Core Benchmarks."

- Teachers promote flexibility in mathematical thinking by encouraging different ways to solve problems.
- Teachers help students develop efficient problem-solving techniques.
- Teachers stress craftsmanship in mathematics through elegant solutions and accuracy.
- Teachers ask students to analyze and make sense of errors.
- Students show the thinking behind their answers through numbers, words, graphs, and diagrams.
- Teachers ask that students pose as well as solve mathematical problems.
- Students use manipulatives as tools for thinking and representing.

- Teachers promote critical thinking through rich mathematical discourse.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Marsh Avenue Expeditionary Learning School, opened in September 2008, was founded on an understanding and encouragement of the diverse learning needs and styles of all students. We believe that all students can learn when instruction is responsive to the variety of "intelligences" students bring to the classroom. We believe that all students have unique profiles of strengths, needs, and interests. We are committed to providing a learning environment which is conducive to developing the unique intellectual, social, physical and emotional potential of each child. At Marsh Avenue Expeditionary Learning School, teachers use protocols (e.g., Socratic seminars, learning logs, and jigsaws) to ensure that all students think critically and participate fully. Teachers use protocols to look at student work (e.g., Collaborative Assessment Conference). Additionally, teachers use protocols to facilitate classroom meetings and crews, and to model and encourage behavior that allows for productive individual and group work. The workshop model not only serves as a format to model or demonstrate a concept, skill or strategy; it requires students to practice and apply what was modeled; and discuss, reflect, and debrief what has been learned. Although mini lessons are one format whereby teachers introduce and explicitly teach concepts, skills, and strategies, mini lessons are often developed in response to student work and misconceptions.

At Marsh Avenue Expeditionary Learning School, teachers use practices such as demonstrations, role-plays, and fishbowls to set criteria and model expectations for high quality group process, products, writing, reading, and problem-solving. Teachers use practices such as think-alouds to model comprehension strategies and skills. Teachers use anchor charts and other forms of documentation to synthesize and make public student understanding. Students represent their thinking using formats such as graphic organizers, recording forms, journals, quick-writes, and summaries of their learning. Teachers ask open-ended questions and pursue student thinking by asking follow-up questions. Teachers regularly confer with students individually and in small groups to monitor each student's level of understanding and to differentiate instruction. Additionally, teachers use exemplars and models to help students understand quality, format, and group work.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The above explanation (2A.1) dispels the relevance of this finding.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
SEE ABOVE

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** ☐ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

SEE ABOVE

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We are a new small school that opened in September 2008 and cannot, at this time, speak to teacher retention rates.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Teachers and related staff members have been surveyed to find out if they've a) been given access to such trainings, and b) whether or not such trainings were applicable to their content/curriculum. All content area teachers have participated in Q-TEL training.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Marsh Avenue Expeditionary Learning School is a new small school with 11 content-area teachers. Content area teachers were offered AND were trained in QTEL over the summer months and implemented QTEL strategies into all curriculum areas.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Marsh Avenue Expeditionary Learning School currently has one student requiring ESL services. Upon reviewing her records, test scores, and past exam history, the Marsh Avenue team of teachers (we have 11 staff members) convened to discuss the student's proficiency level (advanced) and strategies to move the student into the proficient range. All teachers conference with their students and keep record of these conferences in a data binder. Students set SMART goals for themselves that are visited/revisited bi-weekly. Data collection is ongoing and is used to inform and drive instruction.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
See 5.1

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION
While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Extensive professional development has been provided in the Summer of 2008 and is ongoing throughout the year to ensure that all teachers (both general and special education) work collaboratively to plan curriculum, learning experiences, and set appropriate goals for their students. IEP goals are incorporated into lesson planning and differentiation is evident in all subjects.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X** ☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Evidence that dispels the relevance of this finding:

- Our Professional Development Calendar includes extensive opportunities for teachers to be trained in differentiation and best practices as they pertain to special education.
- Curriculum is modified, differentiated, and academically rigorous to meet the needs of all students in the classroom.
- Each child has a personalized learning plan and sets SMART goals for him/herself that are updated and monitored.
- Teachers conference with their students to ensure that progress is being made toward meeting the child's goals.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
All incoming student IEP's are reviewed in August/September to ensure that promotion criteria and content specific goals are written at the grade level for which the student is enrolled. All teachers receive updated copies of the goals page of the IEP to ensure that curriculum is aligned with the goals of the IEP and support the child meeting the goals outlined in the document. Teachers monitor progress toward meeting annual goals on the IEP and regularly check in with students (weekly) about progress made toward meeting the goal. All academic goals included on the IEP relate specifically to the content being taught.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X**☐ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
Please see question 7.2

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have no students who reside in Temporary Housing

Title I Parent Involvement Policy and Parent-School Compact for Marsh Avenue Expeditionary Learning School/IS 63

Section I: Title I Parent Involvement Policy
Section II: School-Parent Compact

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore IS 63, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. MAELS/IS 63'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 Advisory Council, as trained volunteers and welcomed members of our school community MAELS/IS 63 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);

2. 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;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

IS 63's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

To increase and improve parent involvement and school quality, IS 63 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 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 schools to promote parent involvement, including family literacy and parenting skills;

· ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

· support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

· maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

· conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

· provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

· host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

· schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

· translate all critical school documents and provide interpretation during meetings and events as needed; and

· 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.

IS 63 will further encourage school-level parental involvement by:

· hosting educational family events/activities during Open School Week and throughout the school year;

· encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

· supporting or hosting OFEA District Family Day events;

· establishing a Parent Resource Center 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 a school website designed to keep parents informed about school activities and student progress; and

· 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;

Section II: School-Parent Compact

IS 63, [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. IS 63 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

· using academic learning time efficiently;

· respecting cultural, racial and ethnic differences;

· implementing a curriculum aligned to State Standards;

· offering high quality instruction in all content areas; and

· 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 a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

· arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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; and

· 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:

· Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
· 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; and

· planning activities for parents during the school year such as Student-led conferences, curriculum night, and Open School Week;

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 will all members of the school community;

· supporting parental involvement activities as requested by parents; and

· 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;

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. I will also:

o 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;

o respond to surveys, feedback forms and notices when requested;

o become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

o participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

o take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

o share responsibility for the improved academic achievement of my child;

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; and

· always try my best to learn
This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Jessica Milona on November 1, 2010.

The final version of this document will be distributed to the school community on November 5, 2010 and will be available on file in the Parent Coordinator's office.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Marsh Avenue School for Expeditionary Learning								
District:	31	**DBN:**	31R063	**School**		353100010063			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	139	152	148
Grade 7	0	138	142
Grade 8	0	0	134
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	0	4
Total	139	290	428

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	10	21	27
# in Collaborative Team Teaching (CTT) Classes	9	24	36
Number all others	9	21	22

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	1	0	TBD
# ELLs with IEPs	2	0	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
		95.1	94.7

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
		98.6	97.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
		48.2	45.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
		0	1

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
		1	0

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions		21	14
Superintendent Suspensions		1	14

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers		10	22
Number of Administrators and Other Professionals		4	5
Number of Educational Paraprofessionals		0	11

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)		0	0	% fully licensed & permanently assigned to this school				100.0	95.0
				% more than 2 years teaching in this school				0.0	0.0
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere				30.0	40.9
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*				80.0	90.9
American Indian or Alaska Native	1.4	0.3	0.2	% core classes taught by "highly qualified" teachers				100.0	100.0
Black or African American	18.7	16.2	13.1						
Hispanic or Latino	20.9	21.4	23.4						
Asian or Native Hawaiian/Other Pacific	9.4	7.2	6.8						
White	48.9	53.8	54.9						
Male	51.1	47.6	50.7						
Female	48.9	52.4	49.3						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:		Graduation Rate:	

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-				
White	v	v				
Multiracial	-	-				
Students with Disabilities	-	-				
Limited English Proficient	-	-				
Economically Disadvantaged	v	v				
Student groups making	4	4				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	B	**Overall Evaluation:**	NR
Overall Score:	61.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	12.4	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	13.1	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	29.8		
(Comprises 60% of the			
Additional Credit:	5.8		

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

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

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 31	School Number 063	School Name MAELS

Principal Jessica Jenkins-Milona	Assistant Principal Maureen Hussey
Coach N/A	Coach N/A
Teacher/Subject Area Michael Timmons, SPED	Guidance Counselor Marni Gastman
Teacher/Subject Area Fara Radow, Elem Ed.	Parent Fernanda Torres
Teacher/Subject Area Elizabeth Bengels, ELA	Parent Coordinator Susanne Rolnick
Related Service Provider Jeffrey Giove, Speech	Other N/A
Network Leader Neal Opromalla	Other N/A

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	428	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

Paste response to questions 1-6 here

1. Because we are a lottery school, we don't accept over the counter students. All incoming students come to us from one of the Distict 31 elementary schools. Our parent coordinator and school counselor ensure that home language surveys are included in each of the incoming student files. If a file is missing a home language survey, parent outreach is made (3 phone calls, 2 letters sent home) the first month of school. Ms. Gastman, our school counselor as well as our testing coordinator and a former teacher of ELL's, is in charge of this process. Ms. Gastman and Ms. Radow also administer the NYSESLAT yearly.
2. A parent committee, which includes the testing coordinator (school counselor), parent coordinator, teachers of ELA (trained in Q-TEL) three parents, and myself, convenes in September and October (third Monday of each month) to determine the (potential) program of study. We meet again in June.
3. The parent cooridnator ensures that the letters are distributed as well as follows up with a phone call to determine next steps.
4. The NYSESLAT test determines ESL services. Parents are invited in yearly to meet with the school counselor, parent coordincator, and I to review the program if applicable.
5. All parents have selected the push in ESL model. We are a new small school in its third year. Between 3 and 7 parents respond per year.
6. Yes, the program model at MAELS is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☐ 10☐ 11☐ 12☐

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	**Newcomers (ELLs receiving**	0	**Special Education**	0

		service 0-3 years)			
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish													0	0	0	0	0	0	0	0
Chinese													0	0	0	0	0	0	0	0
Russian													0	0	0	0	0	0	0	0
Korean													0	0	0	0	0	0	0	0
Haitian													0	0	0	0	0	0	0	0
French													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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other													0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number):	
African-American: 0 Asian: 0	Hispanic/Latino: 0
Native American: 0 White (Non-Hispanic/Latino): 0	Other: 0

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0
Intermediate(I)							0	0	0					0
Advanced (A)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B							0	0	0				
	I							0	0	0				

	A							0	0	0				
	P							0	0	0				
READING/ WRITING	B							0	0	0				
	I							0	0	0				
	A							0	0	0				
	P							0	0	0				

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Math	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	0		0	
Physics	0		0	
Global History and Geography	0		0	
US History and Government	0		0	
Foreign Language	0		0	
Other	0		0	
Other	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 31R063

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	128,676	15,166	143,842
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,287	152	1439
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6,434	*	
4. Enter the anticipated 10% set-aside for Professional Development:	12,868	*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

Explanation – School Parental Involvement Policy*:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

MAELS is a new small school which opened in the fall of 2008. As we enter our third year and will graduate our first class of students this year, we have many accomplishments to celebrate. 2009-2010 testing data indicates that 65% of our grade 6 students scored at or above a level 3 on the NYS ELA test, with 51% of our grade 7 students scoring at or above a level 3. The mean scale score for grade 6 ELA was a 665 and the mean scale score for grade 7 was 669. Achievement results in math were slightly better. 75% of our grade 6 students scored at or above a level 3 with a mean scale score of 687 and 64% of our grade 7 students scoring at or above a level 3 with a mean score of 680. Despite the changes to the cut scores for the 2009-2010 testing year, our students made significant gains. MAELS received a "B" on the school progress report, earning a total of 61.1 for an overall score, missing an "A" by one percentage point. MAELS did better than 74% of all middle-schools city-wide. 58% of our students had a growth percentile of over 70% in both ELA and Math.

For the second year in a row, we scored in the “A” range on our learning environment survey which relative to our peer horizon, is receiving scores above 92% in the area of academic expectations, communication, and engagement. Our Quality Review report for the 2009-2010 school year indicated a “proficient” status and highlighted the many areas we celebrate as areas of accomplishment which include but are not limited to the following:

- A careful collection of and analysis of data to drive instruction
- A positive school culture
- Positive and collaborative relationships with parents and families
- A strategic partnership with Expeditionary Learning and NYCOB
- Strong professional development
- Student reflection on learning

Significant Aids: include the use of the Teacher and Student Assessment notebook which allows our teachers to identify the strengths and weaknesses of our students, plan for small group instruction, and further differentiate instruction. Continuous collection and analysis of summative and formative data provide for our school community data which drives daily instruction. A differentiated professional development cycle provides for our teachers individualized and targeted support.

Significant Barriers: We are continuing to build upon our technology program.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Literacy practices in Expeditionary Learning Schools incorporate building background knowledge workshops, anchor texts, reader's and writer's workshops, literature circles, and Socratic seminars. In our reader's and writer's workshop, a connection starts off a mini lesson. In our mini lesson, the teacher models the reading or writing strategy to be integrated into the mini lesson and independent work time. As a model, the teacher may read aloud a short piece, where they then will explain how the strategy fits into the excerpt or writing piece. The students will have a chance to discuss or gain clarification on the specific skill before beginning the work time where they practice it. Our work time is differentiated to meet the very specific needs of our English Language Learners. This differentiation includes flexible grouping, leveled texts, and pre-assessment strategies. Conferencing with students is an ongoing practice and provides an opportunity for teachers to measure progress toward meeting and exceeding grade level standards.

Pull-out small group instruction is one Supplemental program offered at Marsh Avenue Expeditionary Learning School for English Language Learners. We use a combination of web-based individualized learning programs as well as reading/writing intensives that are scientifically proven to accelerate reading comprehension, vocabulary, writing proficiency and performance. All ELL students will receive this support three days per week during the school day.

The extra-curricular activities offered at this new small school are: Achieve 3000 (a web-based differentiated reading program), homework haven, small group instruction, sports, dance, "Go-Girl Go," Drama/Broadway, Chess, Set Design, and Orton Gillingham. Students are encouraged to participate in one or more of these after school activities.

3. Instruction by highly qualified staff.

All team members are highly qualified.

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

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

Recruitment efforts for a highly qualified staff begins in the late winter and includes student-led open houses and conversations with our own team of teachers.

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

Weekday, morning, and weekend workshops are designed around family schedules. An initial survey aimed at finding out parent availability allows us to offer an extensive series of workshops including ELA/Math sessions, bullying, Expedition participation, and student-led conferences. Conferencing with students in each of the four major subjects results in setting measurable goals for our students. Every two weeks, a progress report is sent home to families which include extension activities for students to work on outside of school. Progress is monitored and measured closely. Parent workshops are ongoing and focus on strategies to incorporate their child's learning style at home, ways to increase reading at home, and opportunities to learn about the curricula. Parents are also invited to participate in our literacy campaign. This literacy campaign entitled "The One Million Word Campaign" is designed to promote literacy across the content areas.

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

N.A.

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

Time-bound: By October 1, 2010, all teacher schedules will include daily common planning and weekly collaborative inquiry sessions led by the department.

90% of classroom teachers will participate on inquiry teams as documented by the ARIS inquiry tool

Inquiry community documentation on ARIS

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

ELA: Delivery of Service: A combination of small group and individualized instruction during the school day as well as individualized programs for Saturday Academy. Type of program/strategy: 1) direct instruction in writing organization, 2) "Finish Line," a scaffolded test prep resource, and 3) Flexible grouping using sub-skills identified through ACUITY.
Mathematics: Delivery of Service A combination of small group and individualized instruction as well as individualized programs for Saturday academy. Type of program/strategy: 1) Math Upgrade – an internet-based leveled and interactive math program, 2) "Finish Line," a scaffolded test prep resource, 3) Flexible grouping using sub-skills identified through ACUITY.
At-risk Services Provided by the Guidance Counselor: One time per week in a small group setting for social/academic skills as well as weekly push-in guidance sessions.
At-risk Services Provided by the School Psychologist: Push-in services provided 3 days a week.
At-risk Services Provided by the Social Worker: One time per week in a small group setting or individual setting.

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

Our school counselor and parent coordinator have designed and facilitated numerous anti-bullying campaigns as well as designed a class in which all students receive around healthy eating habits and nutrition. In addition, we have created an after-school program called, "Go-Girl-Go" which addresses and promotes nutrition and a healthy lifestyle for all.

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

Explanation/Background:

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

needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may

demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	**Fund Source** *(i.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program (✓)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✓)**	**Page #(s)**

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title I, Part A (Basic)	Federal	✓			108,087	✓	
Title I, Part A (ARRA)	Federal	✓			15,014	✓	
Title II, Part A	Federal			✓	0	**N.A.**	
Title III, Part A	Federal			✓	0	N.A.	
Title IV	Federal			✓	0	N.A.	
IDEA	Federal	✓			312,139	✓	
Tax Levy	Local	✓			2,165,318	✓	