



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MARSH AVENUE EXPEDITIONARY LEARNING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R063

PRINCIPAL: JESSICA JENKINS-MILONA **EMAIL:** JJENKINS2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jessica Jenkins-Milona	*Principal or Designee	
Nelson Santiago	*UFT Chapter Leader or Designee	
Christine Ashwal	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Kristin Katz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mr. Gonzalez	Member/Parent	
Carol Aponte	Member/Parent	
Linda DeMartinez	Member/Parent	
Dawn Philhower	Member/Parent	
Joanna Padula	Member/Teacher	
Louise DeMeo	Member/Teacher	
Marni Gastman	Member/School Counselor	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June, 2012, we will increase the academic rigor across classrooms by developing a shared understanding of academic rigor. Our goal is for 100% of our teachers to produce lesson plans that include level 3 and level 4 tasks as described by Norman Webb's DOK levels and rubric.

The evidence that we have met this goal will be teacher individual professional development plans. These will include measurable goals for the development of academically rigorous tasks embedded in lessons. 100% of teacher lesson plans will include a scaffolded process for the DOK levels.

Comprehensive needs assessment

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

Internal surveys which are unique to our school community reveal that our students are seeking additional avenues in which to be challenged. In addition to these surveys, the inquiry team is focusing on those students who are not yet achieving in the level 3 range, which is 48% in the area of English Language Arts and 30% in the area of mathematics. If we increase the academic rigor across classrooms, we will see an increase in the number of students performing at or above grade level. Educational research suggests that there is a direct correlation between student achievement and the level of rigor inside classrooms.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

➤ The principal, assistant principal and instructional core (our department leads) will design and deliver professional development which supports the development of academically rigorous tasks as defined by Webb's DOK levels. This

professional development will begin in September and will be a year-long cycle.

- The weekly 25th teaching period will be used for teachers to engage in departmental inquiry. Departmental inquiry will focus on the use of the tuning protocol to analyze teacher lesson plans with a focus on the level of rigor.
- Bi-weekly Instructional Rounds (based on the work of Richard Elmore) will focus on academic rigor as the “problem of practice.” As a result of rounds, a theory of action (plan for improvement) will be developed and implemented. All staff members will participate in the development of the problem of practice as well as the theory of action/plan for improvement.

Strategies to increase parental involvement

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

Parents are required to participate in student-led conferences. Student-led conferences increase student accountability as well as provide an opportunity for our parents to develop a better understanding of their child’s process of learning. Further, student-led conferences promote critical thinking and rigor in that they require our students to embrace the skill-set of the 21st century; communication, organization, self-evaluation, and self-reflection. Finally, the goal-setting process that SLC’s involve holds all parties accountable.

Parents are also required to participate in mock learning expeditions to develop an understanding of the level of academic expectation articulated by the school. This ensures that all constituent groups understand how rigor is embedded in the fabric of the school.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have created high-quality and differentiated professional development for all of our teachers. New teachers have access to intensive mentoring by expert colleagues. These teachers are connected to with expert mentors and provided with joint release time. All teachers engage in collaborative inquiry as well as are provided with a differentiated and individualized professional development plan. Targeted professional development opportunities meet the particular needs of individual teachers.

Our teachers are also engaged in school-based decision making. This increased teacher control over curriculum combined with greater teacher autonomy in the classroom contributes to teachers moving along a continuum of growth.

Service and program coordination

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

Our intermediary partnership with Expeditionary Learning provides our staff with extensive professional development which is differentiated to meet the needs of all teachers, which in turn, allows our teachers to plan for effective instruction that meets the needs of our students.

Budget and resources alignment

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

Inquiry Funds (ARRA RTTT Citywide Instructional Funds): \$4500.00 has been allocated to the lead instructional inquiry team to facilitate professional development which focuses on the use of protocols to effectively analyze lesson plans, student work, and 21st century teaching skills.

Fair Student Funding: \$3000.00 has been allocated for prep period coverage, providing our teachers the time within the school day to engage in professional development, learning walks, mentoring, intervisitation, and inquiry work.

OTPS - Curriculum and Staff Development (Fair Student Funding): \$30,000.00 has been allocated to fund our partnership with Expeditionary Learning/Outward Bound. The partnership with Expeditionary Learning develops leadership capacity across the school to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust. Further, it builds teacher effectiveness through on-site coaching as well as regional and national professional development. The model organizes learning around an experiential project-based approach in which students do original research and create high-quality products for audiences beyond the classroom. As a result, our students develop critical thinking and problem-solving skills.

ANNUAL GOAL #2 AND ACTION PLAN

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

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

Our 2nd goal is to improve teacher effectiveness by developing a shared understanding of highly effective/distinguished teaching. Our measurable target that will define whether or not we have met this goal will be 5 formative observations a month for each teacher using selected components of a research-based rubric to provide actionable, timely, and meaningful feedback. We wish to meet this goal by June, 2012. Observations will indicate that teachers create tasks that fall within level 3 and 4 on the DOK levels.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In September, and at four additional times during the year, teachers will self-assess on selected components using the ARIS tool, a self-assessment tool designed to gage effectiveness along a continuum. The principal, assistant principal and instructional core (our department leads) will design and deliver professional development using Danielson's *Framework for Teaching*. Finally, the principal and assistant principal will develop and follow a weekly schedule for teacher observation and feedback using a research-based rubric.

Strategies to increase parental involvement

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

In November, January, March, and May, parents are encouraged and expected to attend a "Parent Expeditionary Learning Day" where parents become the student for the day. They engaged in learning activities which highlight effective instruction including engagement and active pedagogy. The debrief process involves parents identifying the strategies used in the classrooms as well as the opportunity to develop a shared understanding of what effective questioning and student engagement involves.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have created high-quality and differentiated professional development for all of our teachers. New teachers have access to intensive mentoring by expert colleagues. These teachers are connected to with expert mentors and provided with joint release time. All teachers engage in collaborative inquiry as well as are provided with a differentiated and individualized professional development plan. Targeted professional development opportunities meet the particular needs of individual teachers.

Our teachers are also engaged in school-based decision making. This increased teacher control over curriculum combined with greater teacher autonomy in the classroom contributes to teachers moving along a continuum of growth.

Our partnership with Expeditionary Learning enables us to recruit a larger pool of qualified candidates due to interest in the model and the level of teacher/student engagement the model provides.

Service and program coordination

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

Our intermediary partnership with Expeditionary Learning provides our staff with extensive professional development which is differentiated to meet the needs of all teachers, which in turn, allows our teachers to plan for effective instruction that meets the needs of our students.

Budget and resources alignment

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

Inquiry Funds (ARRA RTTT Citywide Instructional Funds): \$4500.00 has been allocated to the lead instructional inquiry team to facilitate professional development which focuses on the use of protocols to effectively analyze lesson plans, student work, and 21st century teaching skills.

Fair Student Funding: \$3000.00 has been allocated for prep period coverage, providing our teachers the time within the school

day to engage in professional development, learning walks, mentoring, intervisitation, and inquiry work.

OTPS - Curriculum and Staff Development (Fair Student Funding): \$30,000.00 has been allocated to fund our partnership with Expeditionary Learning/Outward Bound. The partnership with Expeditionary Learning develops leadership capacity across the school to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust. Further, it builds teacher effectiveness through on-site coaching as well as regional and national professional development. The model organizes learning around an experiential project-based approach in which students do original research and create high-quality products for audiences beyond the classroom. As a result, our students develop critical thinking and problem-solving skills.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June, 2012, students will show progress in writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Our measurable objective for this goal is that 75% of students will effectively write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content in ELA.

Comprehensive needs assessment

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

Benchmark assessments, the NYS ELA test, and in-class writing samples suggest that students have difficulty constructing organized informative essays which examine and convey complex ideas and information clearly.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - Teachers will develop a Common-Core aligned unit of study that incorporates opportunities for students to read and respond to both literary texts and non-fiction.
 - Teachers will develop collaborative lesson that incorporate written skills needed for informative and explanatory writing.
 - Teachers meet weekly in collaborative inquiry to analyze student work in an effort to refine/edit/revise curriculum based on actual student work.
 - Teachers meet weekly in collaborative inquiry to develop a rubric to assess writing informative and explanatory text.

Strategies to increase parental involvement

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

Educational research shows a positive correlation between effective parental involvement and student achievement. Our school's policy is designed to keep parents actively engaged in our school community. In addition to parents participating in workshops throughout the year which highlight effective teaching practices, parent workshops run throughout the year (both afternoon and evening sessions) which provides parents a better understanding of the Common Core Standards, 21st century learning, and written assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have created high-quality and differentiated professional development for all of our teachers. New teachers have access to intensive mentoring by expert colleagues. These teachers are connected to with expert mentors and provided with joint release time. All teachers engage in collaborative inquiry as well as are provided with a differentiated and individualized professional development plan. Targeted professional development opportunities meet the particular needs of individual teachers.

Our teachers are also engaged in school-based decision making. This increased teacher control over curriculum combined with greater teacher autonomy in the classroom contributes to teachers moving along a continuum of growth.

Service and program coordination

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

Our intermediary partnership with Expeditionary Learning provides our staff with extensive professional development which is differentiated to meet the needs of all teachers, which in turn, allows our teachers to plan for effective instruction that meets the needs of our students.

Budget and resources alignment

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

Inquiry Funds (ARRA RTTT Citywide Instructional Funds): \$4500.00 has been allocated to the lead instructional inquiry team to facilitate professional development which focuses on the use of protocols to effectively analyze lesson plans, student work, and 21st century teaching skills.

Fair Student Funding: \$3000.00 has been allocated for prep period coverage, providing our teachers the time within the school day to engage in professional development, learning walks, mentoring, intervisitation, and inquiry work.

OTPS - Curriculum and Staff Development (Fair Student Funding): \$30,000.00 has been allocated to fund our partnership with Expeditionary Learning/Outward Bound. The partnership with Expeditionary Learning develops leadership capacity across the school to build a shared vision for school transformation and a professional culture rooted in quality, continuous improvement, and trust. Further, it builds teacher effectiveness through on-site coaching as well as regional and national professional development. The model organizes learning around an experiential project-based approach in which students do original research and create high-quality products for audiences beyond the classroom. As a result, our students develop critical thinking and problem-solving skills.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, students will show progress in understanding and using stated assumptions, definitions, and previously established results in constructing arguments in both mathematics and ELA. 75% of students will effectively use stated assumptions, definitions, and previously established results in constructing arguments according a Common Core task in both ELA and mathematics.

Comprehensive needs assessment

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

Summative and formative assessments indicate that a percentage of our students have difficulty developing a coherent argument.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will develop a Common-Core aligned unit of study that incorporates opportunities for students to construct viable arguments and critique the reasoning of others.
- Teachers will develop collaborative lesson that incorporate opportunities to analyze situations by breaking them into cases, and recognize and use counterexamples. They will be provided with the opportunity to justify their conclusions, communicate them to others, and respond to the arguments of others.
- Teachers meet weekly in collaborative inquiry to analyze student work in an effort to refine/edit/revise curriculum based on actual student work.
- Teachers meet weekly in collaborative inquiry to develop a rubric which assesses understanding through the use of stated assumptions, definitions, and previously established results in constructing arguments.

Strategies to increase parental involvement

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

Parents are required to participate in student-led conferences. Student-led conferences increase student accountability as well as provide an opportunity for our parents to develop a better understanding of their child's process of learning. Further, student-led conferences promote critical thinking and rigor in that they require our students to embrace the skill-set of the 21st century; communication, organization, self-evaluation, and self-reflection. Finally, the goal-setting process that SLC's involve holds all parties accountable.

In addition to participation in Student-Led Conferences, parents are also required to participate in mock learning expeditions to develop an understanding of the level of academic expectation articulated by the school. This ensures that all constituent groups understand how rigor is embedded in the fabric of the school.

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have created high-quality and differentiated professional development for all of our teachers. New teachers have access to intensive mentoring by expert colleagues. These teachers are connected to with expert mentors and provided with joint release time. All teachers engage in collaborative inquiry as well as are provided with a differentiated and individualized professional development plan. Targeted professional development opportunities meet the particular needs of individual teachers.

Our teachers are also engaged in school-based decision making. This increased teacher control over curriculum combined with greater teacher autonomy in the classroom contributes to teachers moving along a continuum of growth.

Service and program coordination

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

Our intermediary partnership with Expeditionary Learning provides our staff with extensive professional development which is differentiated to meet the needs of all teachers, which in turn, allows our teachers to plan for effective instruction that meets the needs of our students.

Budget and resources alignment

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

Inquiry Funds (ARRA RTTT Citywide Instructional Funds): Funding has been allocated to the lead instructional inquiry team to facilitate professional development which focuses on the use of protocols to effectively analyze lesson plans, student work, and 21st century teaching skills.

Fair Student Funding: Funding has been allocated for prep period coverage, providing our teachers the time within the school day to engage in professional development, learning walks, mentoring, inter-visitation, and inquiry work.

Fair Student Funding: Funding has been allocated to purchase professional development with ASCD curriculum associates as well as professional development in the 6+1 Writing Traits.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June, 2012, there will be an increase in the number of teachers implementing differentiated instruction strategies in their classrooms to 90%. During pre/post observation conferences, teachers will be able to articulate how their lesson plans reflect differentiated instruction. As a result of summer and Fall professional development, teachers will begin to implement DI into their lesson planning in early September.

Comprehensive needs assessment

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

Educational research suggests that differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). In an effort to increase test scores in the area of ELA, there is a need for our staff to plan appropriate lessons which meet the needs of all learners. Data from the 2010-2011 NYS test results indicate that 52.6 percent of our students are performing at or above a level 3 in ELA with 70.0 percent of our students performing at or above grade level in math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
1. Our strategic partnership with the Association for Supervision and Curriculum Development (ASCD) allows us to provide teachers with high quality professional development, instructional tools and strategies to meet the needs of a wide-spectrum of learners. Teachers are divided into three cohorts, based on teacher development and growth.
 2. 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.
 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 Leads will conduct regular and differentiated department conferences based on teacher needs.

Strategies to increase parental involvement

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

Parents are required to participate in student-led conferences. Student-led conferences increase student accountability as well as provide an opportunity for our parents to develop a better understanding of their child's process of learning. Further, student-led conferences promote critical thinking and rigor in that they require our students to embrace the skill-set of the 21st century; communication, organization, self-evaluation, and self-reflection. Finally, the goal-setting process that SLC's involve holds all parties accountable.

In addition to participation in Student-Led Conferences, parents are also required to participate in mock learning expeditions to develop an understanding of the level of academic expectation articulated by the school. This ensures that all constituent groups understand how rigor is embedded in the fabric of the school

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have created high-quality and differentiated professional development for all of our teachers. New teachers have access to intensive mentoring by expert colleagues. These teachers are connected to with expert mentors and provided with joint release time. All teachers engage in collaborative inquiry as well as are provided with a differentiated and individualized professional development plan. Targeted professional development opportunities meet the particular needs of individual teachers.

Our teachers are also engaged in school-based decision making. This increased teacher control over curriculum combined with greater teacher autonomy in the classroom contributes to teachers moving along a continuum of growth.

Service and program coordination

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

Our intermediary partnership with Expeditionary Learning provides our staff with extensive professional development which is differentiated to meet the needs of all teachers, which in turn, allows our teachers to plan for effective instruction that meets the needs of our students.

Budget and resources alignment

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

Inquiry Funds (ARRA RTTT Citywide Instructional Funds): Funding has been allocated to the lead instructional inquiry team to facilitate professional development which focuses on differentiation, the use of protocols to effectively analyze lesson plans, student work, and 21st century teaching skills.

Fair Student Funding: Funding has been allocated for prep period coverage, providing our teachers the time within the school day to engage in professional development, learning walks, mentoring, inter-visitation, and inquiry work.

Fair Student Funding: Funding has been allocated to purchase professional development with ASCD curriculum associates as well as professional development in the 6+1 Writing Traits.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	30	30	n/a	n/a	10	6	8	n/a
7	40	40	n/a	n/a	10	5	8	n/a
8	45	45	n/a	n/a	15	8	7	n/a
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Small group, one-to-one tutoring, before school and after school tutoring, and Saturday Academy.
Mathematics	Small group, one-to-one tutoring, before school and after school tutoring, and Saturday Academy.
Science	Small group, one-to-one tutoring, before school and after school tutoring, and Saturday Academy.
Social Studies	Small group, one-to-one tutoring, before school and after school tutoring, and Saturday Academy.
At-risk Services provided by the Guidance Counselor	Push-in counseling services in small groups inside the classroom, during the school day.
At-risk Services provided by the School Psychologist	Push-in counseling services in small groups inside the classroom, during the school day.
At-risk Services provided by the Social Worker	Push-in counseling services in small groups inside the classroom, during the school day.
At-risk Health-related Services	N/A

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

Marsh Avenue Expeditionary Learning School did not receive Title 1 Funding for the 2011-2012 School Year.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader type here	District 00	Borough select one	School Number 000
School Name type here			

B. Language Allocation Policy Team Composition [?](#)

Principal Jessica Milona	Assistant Principal Maureen Hussey
Coach Maureen Hussey	Coach type here
ESL Teacher None	Guidance Counselor Marni Gastman
Teacher/Subject Area Elizabeth Bengels/ELA Teacher	Parent Osbelia Morales
Teacher/Subject Area Rebecca Colchamiro/ELA Teacher	Parent Coordinator Su Rolnick
Related Service Provider Ann Englesbe/Social Worker	Other type here
Network Leader Neal Opromalla	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	442	Total Number of ELLs	2	ELLs as share of total student population (%)	0.45%
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Part II: ELL Identification Process

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

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

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 District 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. Colchamiro 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 coordinator 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 coordinator, 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. te response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL						1			1	0
Total	0	0	0	0	0	1	0	0	1	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
Chinese														0
Russian														0
Bengali														0
Urdu								0						0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Given that we are still interviewing for an for an ESL teacher who can work 4 periods a week with 2 students, the current model we use to support these students is with a 2nd ELA teacher providing additional small group support. This is a push-in position 4 periods a week. Our classrooms are heterogenously grouped.

2. The mandated # of instructional periods/minutes is provided according to the advanced proficiency level of the students by a certified ELA teacher.

To enrich language development, teachers differentiate the readings to ensure that readings are leveled and appropriate to the skill level of the student. Lessons are scaffolded to ensure that we move students along a continuum.

A. Programming and Scheduling Information

4. Each year, the home language survey provides for us information about how to evaluate students in their native language. The school assessment coordinator ensure that the proper ordering of tests occurs.
5. A strategic partnership with ASCD ensures that we provide effective professional development to our teachers in the area of differentiation. In addition to this partnership, job-embedded professional development has been implemented. Each teacher received a differentiated and individualized professional development plan that addresses the teachers areas of weaknesses as well as builds upon the area of differnentiation that the teacher exhibits strength in.
We do not have any newcomers. The one student that we have who is a long term ELL receives intense academic support in the area of reading, comprehension, and writing. This support occurs in the classroom, during a two-day per week afterschool program, as well as through Saturday Academy.
6. The instructional strategies our teachers use with our ELL-SWD's is Achieve 3000, an internet-based differentiated reading program, small group instruction, scaffolded instruction, varied graphic organizers, and the Step up to Writing program.
7. The needs of our two ELL's with disabilities are met in the general education environment, which is our LRE.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

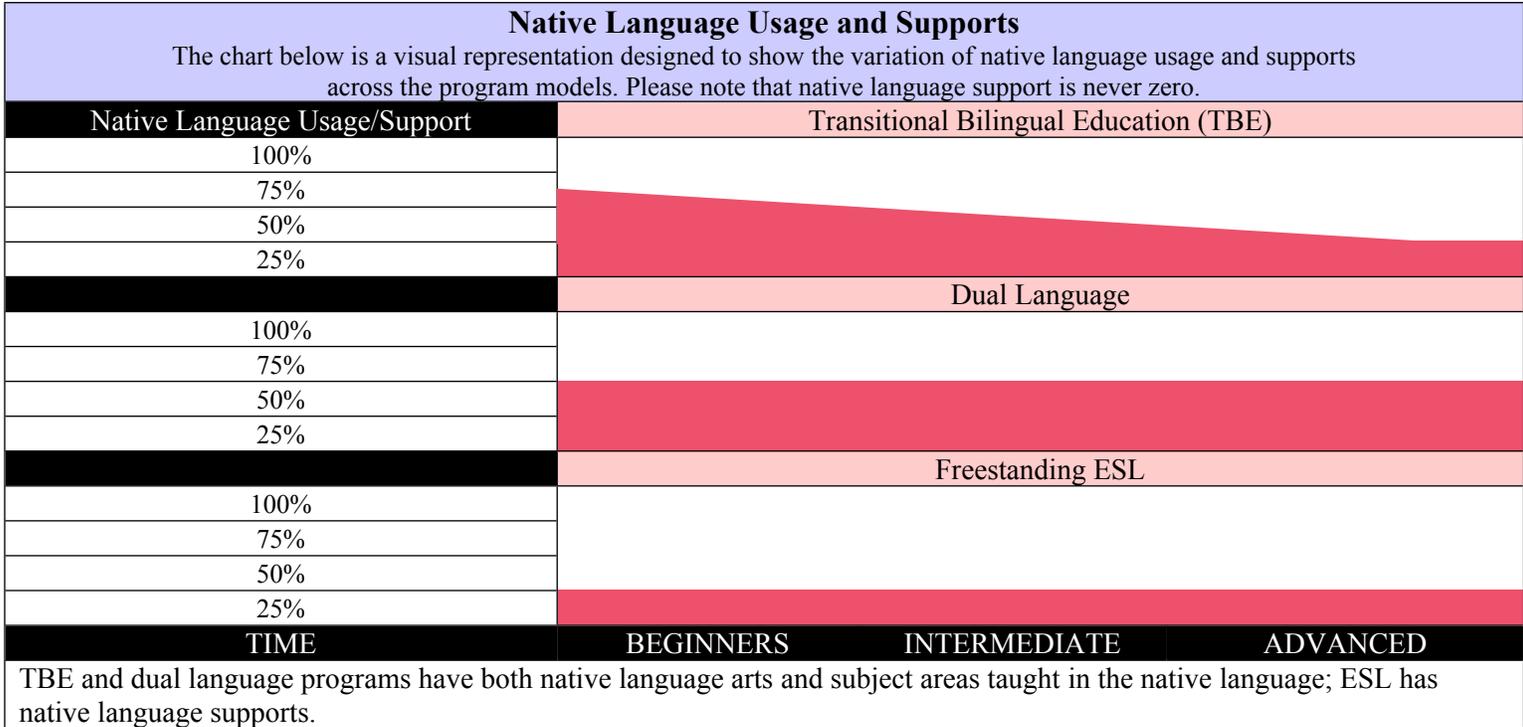
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

Targeted intervention programs include small group instruction in all content areas, push-in support by a content area teacher in all classrooms, before/after school individualized and small group tutoring, and Saturday academy.

The plan for continuing transitional support is to offer all of the programs above for the remainder of the time the student goes to MAELS.

New programs we are considering is Read 180, based on budget availability.

We are not considering discontinuing any services/programs at this time.

All students have access to the SMART boards, laptops, and books on tape/CD.

All ELL's receive Spanish.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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All ELL's receive Spanish.

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.

Professional Development Program: Curricular/Pedagogical:

- Carefully timed Workshop Model across disciplines.
- Differentiated Instructional strategies which maximizes each area of the Workshop Model, including pre-assessments, flexible grouping, levels of questioning, small group instruction, tiered instruction, choice activities leading to choice products and Curriculum Compacting

Classroom Environment/culture

We believe that the consistency in the systems and structures we have in place for our students set the tone and high expectations for learning at our school.

- Structures in place for consistent use of Workshop Model and Accountable Talk create and support high expectations for student behavior and discourse through the use of Costa's levels of questioning.
- Celebrated student work with purposeful and meaningful feedback.
- Display and implementation of school's character traits; courage, collaboration, compassion, and tolerance.

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Assessments:

We believe that all students can learn if we use data to tailor out instruction to meet the needs of all our students. Differentiated instruction drives our approach to teaching and is an expectation that can be witnessed across all content areas on a daily basis.

- Consistent use of summative and formative data to inform instruction Examples: entrance and exit cards, pre-assessment, unit assessment, writing, conference notes, use of self, peer & teacher rubrics.
- Use of pre and post tests to determine mastery.
- Re-teach clinics and expert fairs
- Student Assessment Notebook (SAN) are a living, breathing document that captures the individual process of learning. Students reflect on their progress toward mastery of the learning targets which is tied directly to their content curriculum maps.

Results of Professional Development:

Our Professional Development plan is driven by collective and individual teacher need. It was created with the intent to provide teachers with a cycle of continuous improvement in order to meet the needs of all our teachers. Teachers have been divided into three cohorts depending upon their level of implementation of differentiated instruction. These cohorts were created to move teachers along a continuum of growth to improve their practice which in turn impacts student achievement. Our PD model enables teachers to gain knowledge and expertise in DI strategies to teach ALL students.

- New teachers receive explicit guidance and support in best practices that have proven to increase student achievement.
- Experienced teachers have opportunities to facilitate professional development specific to their strengths and also act as mentors or coaches for new and/or struggling teachers.
- Expert teachers are part of the instructional leadership team and play an integral part in the professional development at the inquiry and departmental level.
- Peer observations within and across content areas empower teachers to refine their pedagogy. In addition, this also sets the stage for teachers to have structured dialogue about effective practice.
- Teachers who display certain strengths in their practice (i.e. timing, effective implementation of any section of the workshop model, DI strategies, classroom management) turnkey their successful practices for any staff member who would like to observe this practice in action.

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Assessments:

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- Consistent use of summative and formative data to inform instruction Examples: entrance and exit cards, pre-assessment, unit assessment, writing, conference notes, use of self, peer & teacher rubrics.
- Use of pre and post tests to determine mastery.
- Re-teach clinics and expert fairs
- Student Assessment Notebook (SAN) are a living, breathing document that captures the individual process of learning. Students reflect on their progress toward mastery of the learning targets which is tied directly to their content curriculum maps.

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- Teachers who display certain strengths in their practice (i.e. timing, effective implementation of any section of the workshop model, DI strategies, classroom management) turnkey their successful practices for any staff member who would like to observe this practice in action.

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?

The needs of our parents are evaluated on a monthly basis through the use of an internal survey. Parent involvement is embedded in our school practices which include: SLC's: Student Led Conferences are a unique practice at MAELS in that they replace the traditional parent-teacher conference. We had implemented them alongside parent Teacher Conferences for the past two years; however this past winter we replaced the Parent Teacher conference with the Student Led Conference. Implementing Student Led conferences has been a positive learning process and culture shift for our students, teacher and parents. We believe that the traditional Parent Teacher Conference places the focus of the conversation on the strengths and improvement areas of the student in a conversation limited to the parent and teacher whereas the Student Led Conference empowers the student to be accountable for their own learning and articulate their individual process of learning. Students identify learning targets in each of their content areas, explains how they mastered that learning target by describing specific strategies used in the classroom, then each student shares the final product for that learning target along with the assessment(s) that went along with the entire process.

Expeditions/Presentations of Learning: Presentations of Learning are a unique implementation of Expeditionary Learning Schools. Based on Outward Bounds concept of experiential learning, Presentations of Learning incorporate numerous strategies and resources to provide students with the most in-depth study of a topic in order to make meaning through direct experience. We began implementing Presentation of Learning in 2008. The science department and social studies department each incorporated a learning expedition in their curriculum planning in 2008. Since then, we have implemented both a science and social studies expedition and Presentation of Learning into 7th grade, and a Humanities expedition and Presentation of Learning into 8th grade. Each of these learning experiences is interdisciplinary in nature and enables students to move deeper into the curriculum at every level, make connections between subject matter, and to the world around them.

Enrichment Clusters: In an effort to address the diverse interests and talents of our students as well as to increase the level of student engagement, we have implemented enrichment clusters into our 8th grade (with a 2011-2012 goal to move school-wide). Parents take part in these enrichment clusters because we invite them to facilitate lessons. These are non-graded groups of students who share common interests, and who come together during specially designated time blocks during the school day to work with an adult who shares their interests who acquires some degree of advanced expertise in the area. The enrichment clusters (electives) meet three days a week. Students self-select their electives based on an interest inventory addressing the multiple intelligences. Elective choices include "We the People," Slow Rock, Digital Image, Dance, Basic Drawing, Go-Girl-Go, Fitness/Nutrition, and chorus.

Saturday Workshops:

In an effort to accommodate all parents and their schedules, parents are invited to attend a parent workshop bi-monthly.

Parent CREW Week:

Once a month, parents are invited to facilitate an advisory session for their child.

Parent Breakfasts:

Once a month, parents are invited in to celebrate our character traits and join in a community breakfast.

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1								1
6			1						1
7									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

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

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

Native Language Tests

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

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

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

Students are assessed using DRA-2. The insights that the data provides to us allows us to create flexible groups according to students levels. The two ELL students are reading 2 years behind grade level. This information allows our teachers to adequately plan for differentiated learning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 31R063		School DBN: 31R063	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Jenkins	Principal		1/6/11
Maureen Hussey	Assistant Principal		1/6/11

School Name: 31R063**School DBN: 31R063****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Su Rolnick	Parent Coordinator		1/6/11
None	ESL Teacher		1/6/11
Osbelia Morales	Parent		1/6/11
Elizabeth Bengels	Teacher/Subject Area		1/6/11
Rebecca Colchamiro	Teacher/Subject Area		1/6/11
	Coach		1/1/01
	Coach		1/1/01
Marni Gastman	Guidance Counselor		1/6/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R063 **School Name:** Marsh Avenue Expeditionary Learning

Cluster: IV **Network:** 409

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.

We gather data from the classroom teachers and the Home Language Identification Survey to determine the need for translation of materials or interpretation. The PTA translates fliers into Spanish and translations of other school communications are made with the aid of our Spanish-speaking teachers. If other language translations are needed, the DOE provides basic communication letters on the website.

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.

We currently have a minimal need for oral and written translation services. Most of our second language adults are fluent in English. This is based on the first interviews held by school personnel, including the English teacher, when their children are enrolled in the school.

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.

PTA information and other communications from the school are translated into Spanish for our Spanish-speaking parents. The PTA has parents who are fluent Spanish speakers and writers. For other school materials the principal may ask our Spanish-speaking teachers or other staff to translate. Several school aides and paraprofessionals are fluent in Spanish.

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.

We have several staff members who are fluent in Spanish. When necessary, for parent-teacher conferences or more informal conferences, one of them is asked to assist as a translator. If other translations are needed, we employ the necessary staff members who can translate.

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>.

Parents who are non-English speaking will be given a copy of (or link to) the DOE "Parents Bill of Rights and Responsibilities" in their native language. The PTA has information regarding translation services on the school's website. Our English teacher, who conducts the first parent interviews when an ELL student is enrolled in the school, determines the need for oral and written translations. The English teacher has many community resources to provide assistance to non-English speaking parents. She refers them to these resources if necessary.