



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MARSH AVENUE EXPEDITIONARY LEARNING SCHOOL

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

PRINCIPAL: JESSICA JENKINS

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	*Principal or Designee	
Nelson Santiago	*UFT Chapter Leader or Designee	
Suzanne Friedman	*PA/PTA President or Designated Co-President	
Rita Quadrino	DC 37	
Carrie Gerecitano	Member/Teacher	
Marni Gastman	Member/Teacher	
Stacey Crabbe	Member/Parent	
Joseph Gonzalez	Member/Parent	
Irene Gryzic	Member/Parent	
Diane Hernandez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, the percentage of students meeting or exceeding the standards in ELA (Levels 3 or 4), as measured by 2013 New York State Assessment, will increase by 3-5%, from 63% to 66-68%.

Comprehensive needs assessment.

In 2012, the percentage of students meeting or exceeding the standards went from 52% proficiency in ELA to 63% according to New York State Assessments. Although there was an increase in ICT students proficient in ELA (from 17% to 40%) and an increase in students proficient who receive SETSS (from 8% to 24%), we must continue to focus support in this area through targeted supports.

In order to continue an upward trend in the growth of students on the NYS assessments, teachers must focus on increasing text complexity with a sharp focus on scaffolding instruction to meet the needs of all students. Further, and in alignment of the CCSS, teachers need to increase exposure of our students to non-fiction texts and text-dependent questions. Data collected suggested that teachers must continue to consistently analyze reading and writing conference data to understand students' needs and identify entry points.

Instructional strategies/activities targeted for teachers and department leads facilitated by both internal and external personnel to include:

Monthly meetings between instructional lead teachers and an instructional coach from CFN 409 that include: a focus on research-based protocols to look at and assess student work and instructional round Weekly meetings between instructional lead teachers and principal with a focus on Common-core aligned lessons, units of study, and performance tasks. These are then turn-keyed to departments through weekly collaborative inquiry meetings. During teacher team meetings, teachers will develop common-core aligned tasks and units of study. Formative and summative assessments will address the areas in which students need continued support. Targeted small-group instruction will address student need.

ELA teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- ✓ The development of common core-aligned units of study that incorporate opportunities for students to read and analyze informational texts and write opinions and arguments
- ✓ DOK, text complexity and creating text dependent questions
- ✓ Facilitating whole-class and small-group instruction using data specific to unit of study
- ✓ Lesson planning allowing the teacher to provide individualized instruction by using data collected during class conferences, pre/post assessments, and classroom observation
- ✓ Teachers continue to provide modifications as mandated on their IEPs
- ✓ The incorporation of leveled classroom reading
- ✓ Infused test preparation into the curriculum
- ✓ Classroom Differentiation: Student assignments will be tiered and differentiated by level.
- ✓ Questioning

- ✓ Student Goal setting – Students establish individualized unit goals based on a skill or standard that is assessed by the pre unit assessment. This is maintained in the Student Assessment Notebook.

Science and Social Studies teachers will apply specific instructional practices and will be provided with professional development opportunities that focus on:

- ✓ Grouping students according to their academic/instructional abilities as well as literacy skills.
- ✓ Differentiation including tiered tasks and leveled readings
- ✓ Literacy across Content Areas- Emphasis on instruction in reading and writing skills needed for students to perform complex literacy tasks as well as develop proficiency in reading comprehension.
- ✓ Literacy strategies/techniques such as questioning, identifying main idea, finding evidence to support a conclusion, and context clues are embedded in unit planning and assessments.

Strategies to increase parental involvement

- Five parent meetings/workshops have been planned throughout the year to increase parent understanding of the Common Core Standards.

Budget and resources alignment

- We are not a Title 1 School
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Our school week is organized by 25 instructional periods. SS, Science, ELA, and Math teachers are given 24 instructional periods. The 25th period serves as an inquiry period where teachers develop common-core aligned units of study.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2: By June 2013, the overall percentage of students performing at or above proficiency (Levels 3 or 4) on the NYS Math Assessment will increase by 3-5%, from 74% to 77-79%.

Comprehensive needs assessment

In 2011, the percent of students who scored at or above proficiency was 70%. In 2012, this number increased to 74.7%. However, the percent of student's proficient among our special education population was significantly lower. Just 3.3% of our students in our 12:1 class were proficient, down from 10% in 2011. However, we did make progress in the area of ICT and SETSS. Students proficient in ICT in 2012 increased to 55%, from 51.4% in 2011. There was also an increase in student proficiency for our SETSS group. This percentage increased from 26.9% to 36%.

After a careful analysis of student need, we determined that we will continue to ramp up the use of assessments during instruction to identify what students know and can do. The math department needs to continue to work to align their curriculum to the CCSS. Further, staff would receive continued professional development on scaffolding instruction to support a variety of learners working toward the same long-term learning targets via differentiated instruction, tiered lesson, flexible grouping, and curriculum compacting. Strategic questioning in lesson plans would continue to promote a depth of understanding at the conceptual level.

Instructional strategies/activities

- ✓ The principal and math lead will analyze classroom and acuity data for the purpose of measuring improvement in student performance on specific objectives identified as areas of weakness. The results will then be shared with the department through common planning, inquiry, and professional development sessions.
- ✓ Increased small group instruction for students with disabilities, including one-to-one tutoring.
- ✓ Continued Professional development will be provided to teachers in the areas of data analysis, creating individualized student goals, and implementing productive student mathematical discourse.
- ✓ Students will engage in teacher-created CCSS-aligned units of study and tasks that focus on high level thinking skills and mathematical discourse.
- ✓ Peer grouping and small group instruction will aid teachers in supporting students at various skill levels.
- ✓ Teachers and students will track student improvement through the Student Assessment Notebook
- ✓ Teachers will continue to meet weekly during common planning to develop lesson plans and tasks to assist students in analyzing data which supports goal setting
- ✓ Teachers will meet in grade level inquiry teams to share data, strategies and review student work samples.

- ✓ Teachers will develop lesson plans that include questions that teachers can ask to challenge students' thinking to promote the participation of students in whole class discussions.
- ✓

Strategies to increase parental involvement

- Five parent meetings/workshops have been planned throughout the year to increase parent understanding of the Common Core Standards.

Budget and resources alignment

We are not a Title 1 School

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- In June, 2012, we conducted an SBO to shorten the school day on Monday's and utilize that time for common planning, curriculum mapping, and professional development. Further, the 25th teaching period allows teachers to map curriculum and plan for the implementation of the CCSS.

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.

Describe your goal. By June 2013, the percentage of students in the school's lowest third citywide who are scoring in the 75th percentile as reported in the progress metric of the New York City Progress Report will increase to 66% in English Language Arts (from 63.3%).

Needs Assessment:

Currently, 63.3% of students in the lowest third citywide scored in the 75th growth percentile on the ELA state assessment. This was an increase from 55.9% in 2011.

After a comprehensive needs assessment, we have determined that we can continue to make strides in this area if we target our support for these students in a more strategic manner which includes one-on-one tutoring, small group tutoring, in-class targeted support, flexible grouping, and data-driven instruction.

Instructional strategies/activities

- ✓ PD will be provided on the following topics: strategies to support various sub groups, use of student data to plan and set goals, DOK questioning/higher order thinking, the instructional shifts of the common core, and the development of ELA common core tasks.
- ✓ Common planning time has been built into the master schedule; each teacher meets with their co-teacher daily to create and refine lessons that address the needs of struggling students in the lowest third citywide.
- ✓ Lesson plans will reflect student analysis of information texts as well as arguments and will include scaffolding to meet the needs of all learners..
- ✓ Each week, departments meet for inquiry which serves as the 25th teaching period. In inquiry, teachers analyze student work and create tasks using a lesson study protocol.
- ✓ Before and after-school tutoring as well as small group instruction to target academic need.

Strategies to increase parental involvement

- Monthly parent workshops led by literacy teachers that target reading/writing. Small group meetings with parents of students requiring intervention/tutoring will be held throughout the year to assess student progress.

Budget and resources alignment

We are not a Title 1 School.

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Professional development plan will include instructional strategies/activities listed above. Before and after school tutoring will be implemented.

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.

Describe your goal. By June 2013, the percentage of students in the school's lowest third citywide who are scoring in the 75th percentile as reported in the progress metric of the New York City Progress Report will increase to 52% in Mathematics (currently 42.1%).

Needs Assessment

Currently, students without IEP's in the lowest third citywide who scored in the 75th percentile on the Math state assessment is at 50.7%. However, our students with disabilities are scoring significantly lower. Our percent of self-contained, ICT, and SETSS students scoring at or above the 75th percentile is currently 42.1.

We have determined that we can target our support for these students in a more strategic manner which includes small group tutoring, in-class targeted support, flexible grouping, and data-driven instruction. Using a similar approach, we have made significant progress with Black and Hispanic Males. 63.6% of this subgroup scored at or above the 75th growth percentile.

Instructional strategies/activities

- ✓ PD will be provided on the following topics: strategies to support students at various entry points, use of student data to plan and set goals, DOK questioning/higher order thinking, the instructional shifts of the common core, and the development of Math-aligned common core tasks.
- ✓ Common planning time has been built into the master schedule; each teacher meets with their co-teacher daily to create and refine lessons that address the needs of struggling students in the lowest third citywide.
- ✓ Lesson plans will reflect student analysis of information texts as well as arguments and will include scaffolding to meet the needs of all learners..
- ✓ Each week, departments meet for inquiry which serves as the 25th teaching period. In inquiry, teachers analyze student work and create tasks using a lesson study protocol.
- ✓ Before and after-school tutoring as well as small group instruction to target academic need.

Strategies to increase parental involvement

- Monthly parent workshops led by math teachers to increase parent awareness of the common core. These workshops offer targeted strategies for parents to use at home with their children. Small group meetings with parents of students requiring intervention/tutoring will be held throughout the year to assess student progress.

Budget and resources alignment

We are not a Title 1 School.

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Professional development plan will include instructional strategies/activities listed above. Before and after school tutoring will be implemented.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Learning Support Classes 1x a week • Before-school tutoring • Lunchtime Tutoring program • After-school Sessions 3x a week • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • Small group and/or one to one tutoring • Small group instruction 	<ul style="list-style-type: none"> • During school day • Before/After School day • After School sessions • Saturdays • During school day and afternoon sessions
Mathematics	<ul style="list-style-type: none"> • Learning Support Classes 1x a week • Before-school tutoring • Lunchtime Tutoring program • After-school Sessions 3x a week • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • 	<ul style="list-style-type: none"> • During school day • Before School day • After School sessions •
Science	<ul style="list-style-type: none"> • Lunchtime Tutoring program • After-school Sessions • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During school day • Saturdays
Social Studies	<ul style="list-style-type: none"> • Lunchtime Tutoring program • After-school Sessions • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During school day • Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At-risk counseling services provided by Guidance Counselor • At-risk counseling services 	<ul style="list-style-type: none"> • One to one • One to one 	<ul style="list-style-type: none"> • During school day • During school day

	<p>provided by School Social Worker</p> <ul style="list-style-type: none"> • At-risk counseling services provided by School Psychologist • Advisor-Advisee (CREW) Program 	<ul style="list-style-type: none"> • One to one • small group 	<ul style="list-style-type: none"> • During school day • During school day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Historically, our school maintains a high teacher retention rate, and our are Highly Qualified as evidenced by BEDS report.
- New hires will be appropriately licensed for the positions they will serve in. Whenever possible, new hires will be dually licensed in a content area and special education.
- Collegial, collaborative, climate developed and maintained in our learning community
- Principal conducts one to one conversations with teachers to identify (collaboratively) a personalized professional learning goals and professional development plan. This is revisited in November, February, and May.
- Professional learning opportunities will be offered to meet the needs of current staff members.
- Weekly professional development options include: guided and collaborative planning sessions, inter and intra school classroom visitations, and demonstration lessons and coaching sessions with an instructional guide, department lead.
- Monthly professional development with CFN coach.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

This school offers (check all that apply):

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

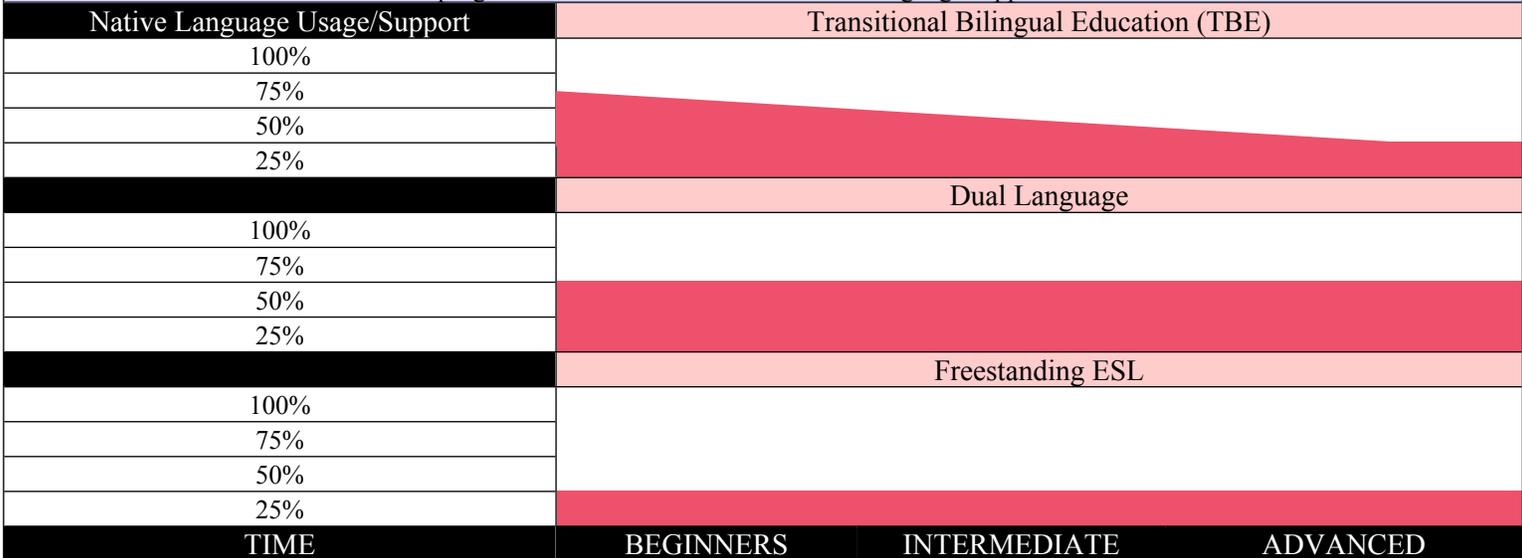
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

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.

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.

VI. Data-informed Decision Making and Capacity Building

In reviewing your accountability tools, other information sources, and action planning documents (Progress Reports, past Quality Reviews, LES, CEP, PPR, classroom observations, school-based surveys etc.), describe how you have used data to develop a coherent approach to the professional development of your faculty and administrative team so that all students are achieving at high levels. Two prompts to consider:

- How have you used this data to inform, improve, and/or expand the collaborative inquiry work of teacher teams across your school?
- Taking into consideration the evolving State standards what systems and/or structures have you put in place to monitor and adjust your plans to increase student understanding and performance?

Principal and CEP goals are aligned with the vision and mission of the school which is grounded in differentiated instruction and developing the academic, social, emotional needs of our student population. Each year, the results of the LES validate that we continue to uphold our mission and vision. Our school-wide goals are driven by the results of the 2009-2010 progress report results and used as a guide for goal setting in each department, so that teachers can disaggregate the data for individuals, sub groups, class, and grade level. This data also informs curricular decisions and continues to inform curriculum planning.

A careful analysis of this data and collaborative discussion with departments helped us to create effective PLC's which in turn allowed for meaningful collaborative inquiry which include an analysis of Acuity, department-created benchmarks, and conference notes. Over twenty-percent of our staff (the entire ELA department) have successfully implemented the Common Core Standards into the already existing high-quality curriculum.

Teacher assessment and observations

Teachers are assessed and surveyed at the beginning of each year regarding their level of implementation of differentiated instruction. This helps to determine the professional development cohort in which he/she will be placed. These cohorts were created to:

- expand each teacher's capacity for implementing differentiated instruction,
- expand and reflect on individual teacher's new learning with the support of a small group of colleagues,
- build their leadership capacity.

Creation of these cohorts enabled administration to zero in on the needs of each of these groups of teachers. Informal and formal observations reveal strengths and weaknesses of individual teachers, which in turn provides direction for administration to plan/create the type of professional development that needs to be provided and make the determination regarding the person he teacher who can provide it.

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
Beginner(B)														0
Intermediate(I)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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.

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 adqutely 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: <u>31R063</u>		School DBN: <u>31R063</u>	
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
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

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)
	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.