

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: THE METROPOLITAN EXPEDITIONARY LEARNING SCHOOL
DBN (i.e. 01M001): 28Q167
Co-Principals: DAMON McCORD AND PATRICK FINLEY
Principal Email: PFINLEY@SCHOOLS.NYC.GOV DMCCORD2@SCHOOLS.NYC.GOV
Superintendent: MABEL SARDUY
Network Leader: ELYSE DOTI

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Patrick Finley	Co-Principal	
Matthew Satriano	*UFT Chapter Leader or Designee	
Brenda Jackson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Elizabeth Martirosian Holly Manning	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathryn Thome	Member/ Parent	
Damon McCord	Member/ Co-Principal	
Susan Izeman	Member/ Parent	
Debbie Singh	Member/ Parent	
Shoshanna Mallett	Member/ Parent	
Neisha Morgan	Member/ Parent	
Leah Roberts	Member/ School	
Leslie Pinto	Member/ School	
Adam King	Member/ School	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2015, we will increase the rate of parent/guardian attendance at various parent/guardian-centered functions by 10%.

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.

The SLT has recognized the incredible improvements made in communication over the last year, but would like to continue to expand on current structures in order to better engage all families in the academic and character development of their students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use of Constant Contact to inform and engage families in English and Spanish
2. Co-Principals' newsletter sent to parents bi-monthly in English and Spanish
3. Collect attendance information from parent events
4. Bi-Weekly grade-based newsletters for families

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator using computers and translating documents
2. Co-Principals using computers and PC translating
3. PC and Co-Principals using sign-in sheets
4. Grade teams using computers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PC can monitor the engagement of parents who receive the constant contact emails – user report
2. Co-Principals can monitor the engagement of parents who receive the constant contact emails – user report
3. We will collect attendance information at specific functions (curriculum night, SLCs, etc.) – through sign-in sheets and reporting
4. Grade teams can monitor the engagement of parents who receive the constant contact emails

D. Timeline for implementation and completion including start and end dates

1. July 1 through June 30
2. July 1 through June 30
3. July 1 through June 30
4. July 1 through June 30

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use of Constant Contact system for various messages in both English and Spanish
2. Use of Constant Contact system for various messages in both English and Spanish
3. Use of Constant Contact system for various messages in both English and Spanish

4. Use of Constant Contact system for various messages in both English and Spanish

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- PC sends monthly calendar in English and Spanish to all school families

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, our high school students will have achieved an average daily attendance rate of 92%.

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.

As our school continues to grow, there is a tendency for attendance rates at the high school level to drop. In our 2nd year with high school grades, we want to instill the value of the importance of maintaining high level of attendance to students and families to ensure the best possible learning opportunity.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Accuracy of Student Contact Information - Administrative staff, as well as the parent coordinator, will conduct outreach to families to ensure that the school has correct and accurate contact information for students and families. Recognizing that being able to contact parents of students with attendance issues is critical, we have implemented a system where we will have emergency contact cards for every student. Additionally, we will compile and maintain an email database of parent email addresses, increasing the efficiency of communication regarding attendance.
2. Utilization of the CAASS system - Our school will utilize the CAASS system, which will provide us with valuable attendance data regarding student entry times. This will provide the school with a much more accurate picture of a student's attendance patterns, allowing us to provide more focused interventions.
3. Outreach - Phone calls will be made every day by school-based staff to the homes of students who were absent. This person-to-person contact will provide parents with information about their child's attendance and will provide feedback to the school regarding the reasons for a student's absence, as well as help to verify parent contact information. Our SIT will also look at attendance data for SWDs weekly.
4. Positive recognition – we will recognize on a monthly basis those students who have perfect attendance

B. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator and Community Coordinator
2. Community Coordinator, School Aide, Co-Principals
3. Parent Coordinator and Community Coordinator
4. Parent Coordinator and Community Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. RISA
2. RCUA – bi-weekly – used at attendance meeting to monitor students with <90% attendance
3. RPAR - monthly
4. There is a periodic attendance meeting (bi-weekly) to discuss individual students with attendance issues and develop action plans.

D. Timeline for implementation and completion including start and end dates

1. July 1 through June 30
2. July 1 through June 30
3. July 1 through June 30
4. July 1 through June 30

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Crew, which is held during 1st period, will be our attendance period and will get us the quickest, most accurate attendance data
2. School will invest in CAASS equipment and schedule personnel accordingly
3. Time to make Parent phone calls is built into Community Coordinator and Parent Coordinator schedules
4. School invests in poster machine to create student recognition posters

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Make in-person phone call s home to absent students' families daily.
- Make automated phone calls home to absent students' families daily
- Individual parent conferences for students with excessive absences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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 2015, 10% of our 6-11 ELL, fELL, and Special Education (ICT, SC) students will demonstrate more than one year of progress as measured by NYS assessments.

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.

Based on our results on the Quality Report from 2014 (2013-14 school year), we would like to receive more credit in the "closing the achievement gap" section. We have a wide range of performance levels at our school, as indicated on NYS assessments in ELA and Math. Therefore, in order to close the achievement gap, we need to address the needs of students with more severe learning challenges, who tend to have lower performance levels than most of their peers.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Wolf Den – a homework help program staffed by teachers and student mentors
2. Targeted Reading support – during our SSR periods, struggling readers in each grade meet with reading specialists, utilizing the iReady diagnostic and skill-building program
3. Regents Preparation Courses after school

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Academic Dean, After School Program Leaders, Crew Advisors, Parent Coordinator
2. ELA Department, Special Education Department, ESL Teacher, Co-Principals
3. Teachers, Academic Dean, After School Program Leaders, Crew Advisors, Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance in Wolf Den (greater than 80%) as well as grades on Jumprope (90% earning 10 credits or more)
2. Performance on NYS exams and Performance on interim assessments (benchmarks) – evidence of growth
3. Grades for back on track students, progress toward graduation tracker – maintaining our percentage of students on track to graduate in 4 years (>90%)

D. Timeline for implementation and completion including start and end dates

1. July 1- June 30
2. July 1- June 30
3. July 1- June 30

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. After School per session for personnel
2. Flexible Scheduling and use of SSR period
3. After School per session for personnel

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

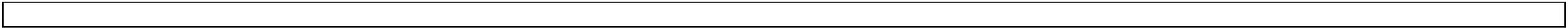
- Workshops for parents of ELLS, FELLs and SWD to help understand curriculum
- Homework help workshops for parents so they can better support students at home
- Increase communication with parents of SWD, ELLS and FELLs to enable them to be active members of the school community.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.



Goal and Action Plan #4

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 2015, we will achieve an increase of 3 on our overall score on the Implementation Review, which is conducted by Expeditionary Learning.

Comprehensive Needs Assessment

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

As an Expeditionary Learning school, every year we undergo a comprehensive review of our implementation of the EL core practices. This review provides us feedback on the practices we believe are critical to student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers are made aware of the EL Core Practices and receive ongoing support through coaching and curriculum development structures.
2. The work around EL core practices is reinforced throughout the year
3. There is a process aligned to the Implementation Review that provides ongoing feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrators, School Designer
2. Teachers, administrators, School Designer
3. Teachers, administrators, School Designer

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance at beginning of year PD sessions – 80% for summer PD
2. Coaching agendas and documents, Instructional leadership Team minutes – for every meeting.
3. Work Plan, Mid-year huddle, Credentialing process, Implementation review

D. Timeline for implementation and completion including start and end dates

1. July 1 through June 30
2. July 1 through June 30
3. July 1 through June 30

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers new to MELs attend two weeks of summer PD to learn the EL model. All teachers participate in an extra 6 days of planning and preparation before the school year begins. Paid for through an MOU with NYC Outward Bound and with teacher per-session.
2. We have created teach-coach positions by freeing up space in the program for specific teacher-leaders. This work is facilitated by our Academic Dean and Instructional Guide, two positions with reduced class loads.
3. Summer work plan creation and work plan tuning, payment through MOU for use of a School Designer to help with implementation, creation of an Instructional Leadership team of teacher leaders and administrators.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Increased communication with parents about EL structures that increase student achievement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	tutoring	Small group	During and after school
Mathematics	tutoring	Small group	During and after school
Science	tutoring	Small group	During and after school
Social Studies	tutoring	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counseling	Small group and individual	During and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Partnership with CBO: Expeditionary Learning, Outward Bound around recruitment • Rigorous Interview process • Hiring Committee comprised of Principal and staff in consultation with the Network • Targeted Professional Development by Network • In-house mentoring program where senior teachers mentor new teachers • Weekly meetings between principals and new teachers • Beginning, Middle and End-of-the-Year Conferences held by principals with all teachers • Travel opportunities for teachers

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Weekly PD for teachers in Grade Teams and Department Teams that includes lesson study, lesson feedback, looking at students work and alignment of units and lessons to the CCLS. • Monthly full staff PD focusing on the schools instructional focus • Bi-monthly content specific Network PD that allows teachers to connect with and learn from colleagues across the Network • Opportunities to attend National trainings and conferences upon request

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding set aside for Students in Temporary Housing

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 167
School Name MELS		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Damon McCord and Pat Finley	Assistant Principal
Coach Hillary Mills	Coach
ESL Teacher Ari Feldman	Guidance Counselor Adrienna Nunez
Teacher/Subject Area Emily Edwards/Sp Ed	Parent
Teacher/Subject Area	Parent Coordinator Karen Ramirez
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	607	Total number of ELLs	11	ELLs as share of total student population (%)	1.81%
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Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In							2	2	2	2	2			10
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	2	2	2	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	3			4			4			11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	3	0	0	4	0	0	4	0	0	11
Number of ELLs who have an alternate placement paraprofessional: _____										

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
Urdu														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-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							3	1	2	4				10
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	3	1	2	4	1	0	0	11

Part III: Assessment Analysis

Assessment Breakdown

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

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)							1		1	1				3
Advanced (A)							2	1	1	3	1			8
Total	0	0	0	0	0	0	3	1	2	4	1	0	0	11

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	1				1
8	2				2
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3								3
7			1						1
8	2								2
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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	1		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1			
Physics				
Global History and Geography				
US History and Government	1			
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses a variety of assessments to assess the early literacy skills of our ELLs. This work begins during the summer in our "Summer Bridge" program for new students. At this program, students take part in a baseline in both math and ELA (Common Core aligned). At the beginning of school, we also provide a diagnostic (i-Ready) that provides lexiles as well as other information on

reading levels. We also of course use the state tests as well as school designed assessments. The data is used to help us determine whether further supports are needed (ie: our after school Ramp Up program as well as our sustained reading pull-out support). This data helps inform our school's instructional plan for after school supports and in-school interventions.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Although we have a very small pool of data, one trend is clear. Our students with special needs who are also ELLs have more difficulty with the NYSESLAT. Three of the four students with more than 6 years of service have other needs and two of the three students who are "I" are students with special needs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQO tool](#))

The data shows that we must continue to support students especially in their writing. This area seems to be the greatest area of challenge in the NYSESLAT. Our school continues to make the instructional decision to emphasize writing across the content areas. Our interdisciplinary curricula ensures that students write regularly and use the criteria from the 6+1 rubric across all subjects. We use the initial data from our baselines to determine support both in (SSR) and out (Ramp Up) to determine supports for reading and writing. We will also use the Advance data this year to determine what additional support students might need. The state did not release the spring 2013 NYSESLAT scores in combined modalities”

4. For each program, answer the following:
 - a. 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?

Our two largest groups of ELLs are in our incoming grades (6th and 9th). Of the four 9th graders that are ELLs, three are from other schools. Of the eleven total students across five grades, five are new to our school. Our students tend to show more than a year of progress once here and many pass the NYSESLAT in their first attempt. Of the five students that are "A" and "I" from the previous year, three are students with special needs that receive a variety of supports. Our ELLs tend to perform well respective to their peer groups (when compared with general education students for the ELLs that are general education and when compared with the special education students for those ELLs with special needs). Each year, leadership examines the small pool of ELL data to ensure that broader trends are not emerging. This is done during each point of Periodic Assessments. All students take the assessments in English. We continue to learn that the interdisciplinary curricula supports student growth and that students with special needs need more supports and interventions. In the past, we have used resources in native languages where appropriate for beginning students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Although we are not a K-5 school, we still use the RtI framework as a support for identifying strategies for struggling students.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our ESL teacher works with the student, family, and teacher to coordinate a plan that best meets the needs of the student.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the criteria in the following ways. First, we expect students to pass the NYSESLAT. Second, we expect our students who have needs to make at least a year of progress- but we often expect to see more than a year of growth for students that are behind. Other factors that show success are high attendance rates, credits earned, and participation in school culture/activities. All show our success as a program.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our school begins the year by ensuring that all students have been administered the Home Language Identification Survey which includes the oral interview. Our ESL teacher then administers the Home Language Survey, informally interviews, and gathers informal anecdotal evidence on students that have not been administered the Home Language Survey. Our ESL teacher then administers the LAB-R if necessary to those students who have been identified through the Home Language Survey and have not having previously been given the LAB-R. When necessary, the LAB-R for Spanish speaking ELLs will be administered. Our ESL teacher also begins to examine the data from the previous NYSESLAT to determine additional support for students. For all new students, our office team (including Mr. Lopez and Ms. Ramirez) speaks with the parents upon entry into our school to provide our ESL teacher with any pertinent information. Support is provided to all non-native English speakers on site where possible. If parents speak a language where an additional translator is needed, Ms. Ramirez reaches out for translation. This is done within 10 days. All Home Language Surveys and LAB-Rs will be administered by our ESL teacher, Mr. Feldman, with the support of parent coordinator, Ms. Ramirez, as needed.
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.
Within the first two weeks of school, parents receive the written information in their home language from our Parent Coordinator, Karen Ramirez. Our parent coordinator follows up to ensure that parents understand the program choices and ensures that parents are aware of their choices within a week of receiving the letter. She speaks individually with parents. Our Parent Coordinator would coordinate with the Family Advocate in the Superintendent's office to coordinate if another option was chosen. All of this is done in the first month of school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our school sends entitlement letters home immediately by the parent coordinator. She also makes copies and sends home the Survey and Program Selection Form. This is done in the first two weeks of the school year. Upon return they are stored with the parent coordinator in her office. The Parent Coordinator calls and follows up when forms are not returned. This is done in the first month of school. It is not difficult because we only have eleven to distribute. The list that we have have is cross referenced in ATS, which we also use to determine NYSESLAT eligibility.
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.
We communicate with families in their native language to ensure that parents understand our program offerings. This is done within the first month of school. We offer free-standing ESL. All students are placed in ESL. We would speak with the Superintendent's office to support families who needed to find a bilingual program. If a student were a Beginner ELL, this would be the initial criteria used to determine whether a bilingual program might be a choice for families. As stated earlier, entitlement letters are distributed. Please see above for that process. To date, we have not had a student with needs that extend beyond our program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT tests are ordered by administration in the fall. We only have a small number of students, so the principals and ESL teacher can ensure that all students take the NYSESLAT who are eligible. We of course run reports on ATS to confirm. Makeup accommodations are provided as needed. The testing coordinator at this time ensures that modications on file are up to date. In the spring, the testing coordinator works with the ESL teacher to plan for the administration of all sections of the NYSESLAT. Additionally, we are able to free up our ESL teacher to administer the NYSESLAT.
6. 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.) 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. 
To date, we have not had sufficient data to show anything other than students' needs are being met. To date, 100% of our ELLs that were with us in middle school have stayed with us in high school. This data has been most meaningful in determining the necessity of program changes and offerings by the school. We will continue to monitor the Parent Survey and Program Selection as well as the data of students who select our high school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our ESL teacher pushes into classes to provide instruction and also teaches a departmentalized class to provide instruction (Social Studies). Our school believes in heterogeneous grouping and our ESL teacher works to provide instruction to ELLs while they are alongside native English speakers. We do not group by ability at our school.

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)?

Our ESL teacher has a full program that ensures that instructional minutes per CR Part 154 are met. With only eleven ELLs, he is able to meet this requirement in his course load and in pushing in to classes. Our ESL teacher meets with all eleven ELLs for the mandated minutes of ESL instruction per week. These minutes do not include ELA classes. Additionally, our ESL teacher meets with grade teams for each of the students that he works with so he can plan individual instruction in each class. We only have students who are Intermediate and Advanced at this time, so we provide the mandated number of minutes for each of our small number of students (most of which are Advanced). For the intermediate students, our ESL teacher works to support students for the additional period in SSR. Students almost receive "one on one" instruction and our ESL teacher plans with the teachers that he works with.

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 foster language development and meet the demands of the Common Core Learning Standards.

All content courses are taught in English. Our model, the Expeditionary Learning Model, is a hands-on approach that makes the content accessible to all students. Our Expeditions (units) are rooted in the CCLS- we use the CCLS to craft long term learning targets and daily learning targets. We use a variety of materials, including reading materials in the native language and supports such as graphic organizers when needed. We work to ensure that the content is accessible to students in all classes outside of English- this is often a topic of discussion in our weekly grade team meetings.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In the past, we have provided the opportunity for "B" level ELLs to be assessed in their native language. As a school that focuses on mastery of learning targets, it is important to us to ensure that ELLs have the opportunity to demonstrate full knowledge of the material and their work in their native language provides this opportunity.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our ESL teacher works closely to monitor student mastery of learning targets on our online grading system (Jumprope). One initial assessment that is used is i-Ready to determine reading levels. All classes use baseline assessments. Students are measured everyday informally on their mastery of daily learning targets and students are assessed regularly on formal assessments aligned with long term learning targets. This growth is measured online and can be seen in our Jumprope grading system. This system provides ongoing information on student progress in the four modalities in all subjects.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At our school, we have yet to have SIFE students. As a new school, we do not currently have any SIFE students. We would work with our network to support our ESL instructor if any students were sent to our school with needs beyond our current students. During the summer, we examine our rosters on ATS and plan for the needs of all students. For SIFE students or students at a "B" level that have newly arrived, we have a variety of supports (Ramp Up, SSR, Crew) that help students who need additional support. Additionally, we would have materials and the opportunity to be assessed in their native language (the parent coordinator has done much of this support in the past). For students in the country for four to six years who tend to be "I" or "A", our ESL teacher works to provide differentiated support to each student to help in their growth in all four modalities. For students that have been in the country longer than six years, we bring these students to Rtl to examine whether another issue or challenge might be present. For our former ELLs, teacher teams monitor their growth and progress- as well as looking for opportunities to differentiate for students as appropriate.

7. 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?

As an EL school, there are two instructional strategies that are a part of our vision and culture that are important to note here. First, we have an interdisciplinary approach to curriculum. At our school, teams of teachers meet every week to examine instructional materials and connections. For our ELLs, these meetings and the curricular connections with a common vocabulary help to reinforce content and big ideas by going in depth. Additionally, our hands-on approach to learning and collaborative work allow students the opportunity to access the material on their own and with the support of peers who speak the same language. The EL model lists a variety of approaches for supporting student instruction. Some specific strategies used for differentiation include leveled texts, scaffolds such as graphic organizers, and tiered instruction. We schedule students for both their mandates on their IEP (for example: students who are ICT receive team teaching with two teacher in the classroom) while ELLs with IEPs also receive support from their ESL teacher who pushes in to those classes or works with students during their Crew and SSR.

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

As a small school, the administration works directly with the ESL teacher to ensure that each of our eleven ELLs have the program best suited to meet their needs. As a school, we have created push-in opportunities to create the least restrictive environment. For example, a student who is in a small class setting who could benefit from an ICT class will be flexibly scheduled into ELA or Math classes- as is appropriate. We have an ESL student with flexible scheduling that demonstrates this example.

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
Native Language Arts:	0
Social Studies:	0

Class/Content Area	Language(s) of Instruction

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.
- This year, we provide summer bridge to assess new students in ELA and math. We begin the year with Ramp Up after school to support the students most in need of support in ELA and math. When we get closer to the state tests and Regents, we offer Regents Prep to students. In science and social studies, we offer Regents Prep after school as a support and material is available in Spanish when needed. We also provide targeted small group instruction during SSR to low performing readers. Lastly, teachers provide intervention at lunch and before school as needed. All of our interventions are currently in English. Our ELLs are a targeted subgroup.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- According to the data, our ELLs are making progress at a level comparable to their peers. Additionally, our high school students Regents performance and credit accumulation data show that our ELLs and FELLs are on track to graduate in four years. Lastly, ELL students without special needs are making progress on the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- We considered a program for "B" ELLs, but we did not receive any. Our population remains low (less than 2%) Currently, our focus on improving is in all areas being that we are a growing school. Every summer, teachers meet for a week (Expeditionary Planning Week) to plan curriculum for the year. Each year, we continue to look for more differentiated (including native language texts where appropriate) to use in our Expeditions. This is an area of improvement to consider for next summer's curriculum work.
12. What programs/services for ELLs will be discontinued and why?
- None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our bilingual parent coordinator works to communicate opportunities to all students for our after school. For our ELLs that are mandated to attend support, Ms. Ramirez speaks directly to families to ensure participation. We offer support services as well as after school activities (ie: yoga, soccer, gardening, etc). Our parent coordinator speaks with all families in Spanish who have additional questions. Last year, 100% of our ELL population participated in an after school activity thus demonstrating our work to ensure equal access. Currently, our ELLs are enrolled in after school support (for students who scored low on last year's exams) in ELA and Math. Students are also enrolled in teams and clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our ESL teacher uses a variety of materials to supplement instruction (ie: Smartboard activities, iReady, texts, bilingual glossaries, buddy systems, etc). Our instructional model also encourages a variety of materials to allow students to enter the content through different modalities (ie: differentiated texts, differentiated "kick-off" materials- video, text, etc)
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our school only offers ESL. Currently, students can share their writing in the native language when helpful and materials for classes can be provided in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- As a middle school/high school, we have different supports and opportunities available to both. Our after school program in the middle school is a support geared towards the skills measured on the state tests. In high school, we offer a Regents Prep course. In middle school, our ELLs participate in SSR support with the ESL teacher where our high school students are provided with more support in science class where materials can be differentiated.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- During the summer, we run a program over two days called "Summer Bridge". During this time, we assess all students in ELA and Math. These baseline assessments help to ensure that we program students correctly and that we offer the appropriate support services. During the year, we meet individually with all students. All ELLs are given the same baselines to determine appropriate placement and supports.
18. What language electives are offered to ELLs?
- Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All staff participate in a variety of Professional Development. This work begins in the summer. During this time, all staff is supported in Crew (Advisory) instruction. This support includes helping our staff bridge the move of ELLs from elementary to middle school. Additionally, our staff works with Expeditionary Learning, a model which stressed literacy across the curriculum. Our staff, including the guidance counselor, will participate in more than 7.5 hours of training on differentiation of instruction to support ELLs. We are focusing our PD this year as a school on the Danielson Framework and supporting assessment strategies. During our 7.5 hours, we are working to provide strategies for informal assessing students needs and then using the data to differentiate for students. During our grade team times, our ESL teacher works with teachers to support subgroups. Teachers examine student data to determine growth and strategize for differentiating instruction. One of our school's goals is to support staff in their work to differentiate instruction for students. Staff have the option of both in-house and out-of-house training opportunities. Practices are shared during meetings and student work is examined. This year's PD focuses on assessment. Our ESL teacher is working with her partner teachers to differentiate learning targets as appropriate. Our calendar includes every Wednesday from 2:30 until 3:20 (with two Wednesdays lasting until 4:05 each month). Additionally, we have supported our bilingual social worker with professional development to support students in the transition from middle school to high school. Our counseling team attends professional development meetings with our network (EL) of schools to learn and share best practices (for example: we have borrowed many parts of our college plan from existing EL schools).

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

As a new school, we have yet to see a great deal of parent involvement of our ELLs- we have a very small population. Our experienced, bilingual Parent Coordinator is well aware of the need to involve all parents. She actively reaches out to our entire population and keeps services in mind for parents. This work begins at our Open Houses where our Parent Coordinator offers tours in Spanish to interested families. Parents of ELLs attend our active PTA meetings and parent workshops (ie: Impact- grading system). We send notices in native language. Our Parent Coordinator works with the District to coordinate opportunities for parents. This includes finding translation for events such as Curriculum Night and SLCs. Additionally, we have a team of parent volunteers that our Parent Coordinator coordinates with to provide translation as needed. We meet with the Parent Coordinator weekly to discuss outreach and evaluate needs, and we specifically talk about the needs of parents of ELLs. We look forward to planning workshops to support parents and will critically examine our parent involvement at the end of the year. These workshop and activities are based on feedback and surveys of our parent needs.

E. 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.

N/A

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Damon McCord and Pat Finley	Principal		1/1/13
	Assistant Principal		1/1/01
Karen Ramirez	Parent Coordinator		1/1/13
Ari Feldman	ESL Teacher		1/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28167 School Name: Metropolitan Expeditionary Learning

Cluster: 4 Network: 411

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 collect data in a variety of ways as a school to ensure that we are meeting all families needs. The most important measure is the data of participation at our Student Led Conferences. The SLC Handbook includes translated documents (132 of our families speak Spanish) for teachers to ensure that all families are reached. Last year, we had 90% attendance by all families at our November and February SLCs. Our non-English speaking families attended at the same rate as our English speaking families. Our teachers worked closely with our bilingual parent coordinator to provide translation services for families at SLCs.

As a school, we also send our introductory information to families, vital information on school policies, weekly updates from the Parent Coordinator, and all other important reminders in both Spanish and English. Our Parent Coordinator also goes to Open Houses for new families and coordinates student volunteers that are bilingual to ensure that families gain information to our school from the onset. For those families that do not speak Spanish, our Parent Coordinator reaches out to support those families as needed. Our LES is an important measure in looking at the success of our school in communicating with families. Every year, we assess our population to look for trends in the languages spoken by our families. We look at data on ATS to examine overall numbers of families that speak a language other than English. This year, similar to last year, many languages (22 in total) with 193 families in total listing a language spoken at home other than English. Again, most of these families speak Spanish (almost 70%). All of our ELLs but one speak Spanish at home. We have three administrative staff that are bilingual to support families that speak Spanish when they call with questions. We also have a bilingual Social Worker to support families.

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.

The main finding of our school is although we have a large number of families that speak multiple languages, we continue to have a small percentage of ELLs in our school. This has been examined both in discussions with school leadership and with the SLT. As a result, we continue to provide translation of Open House dates/materials in Spanish and English. We have also had more participation from our Parent Coordinator and volunteers at Open Houses this year. Although the level of satisfaction with communication is high, the data suggests that we should continue to examine ways of reaching the families of ELLs in the twenty-five elementary schools that feed into our school. Being that we have had a slight increase in families over the last year, it would seem that our efforts are moving in the right direction.

Part B: Strategies and Activities

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

Our written translation services are provided in house by our parent coordinator. We provide mandated DOE materials, such as lunch forms and photo release forms, in the languages as needed by our families. As mentioned above, the majority of our families that speak another language speak Spanish so we always ask for or copy extra of these documents. One of our biggest needs, as mentioned in Part A, is for our SLCs. Our handbook and the documents included are vital for communication. Our Parent Coordinator has supplemented these materials as needed. Additionally, our Open Houses provides documents in Spanish as appropriate.

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.

Our oral interpretation services are provided in house. As mentioned above, our Parent Coordinator and volunteers translate for parents at Open Houses and fairs. Additionally, our Parent Coordinator works to coordinator translation services for conferences. We also provide translation services in our main office for all parent questions- we have three staff members who are bilingual who can support families. As a shared campus, we have been able to coordinate with other schools when we have needed translation support beyond Spanish. Additionally, our Parent Coordinator works to provide translation in languages other than Spanish as needed.

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>.

Our Parent Coordinator works to ensure that parents receive the necessary documents, translated when needed, as set forth by these guidelines. Additionally, all students receive the Discipline Code and Student Bill of Rights. Additionally, our Parent Coordinator works to provide parents with information at orientation in June, Summer Bridge in August, and at workshops and events throughout the year to ensure that parents are aware of options. When a parent has been identified as needing services, our Parent Coordinator has worked to secure services.