

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: MARSH AVENUE EXPEDITIONARY LEARNING SCHOOL
DBN (i.e. 01M001): 31R063
Principal: CARA DEANGELO
Principal Email: CDEANGELO@SCHOOLS.NYC.GOV
Superintendent: AMIEE HOROWITZ
Network Leader: NEAL OPROMALLA

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
Cara DeAngelo	*Principal or Designee	
Nelson Santiago	*UFT Chapter Leader or Designee	
Pattiann Kelly	*PA/PTA President or Designated Co-President	
MaryAlice Scarmato	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carrie Gerecitano	Member/ UFT	
Marni Gastman	Member/ UFT, SLT Secretary	
Stacey Crabbe	Member/ Parent	
Constantino	Member/ Parent	
Irene Gryzic	Member/ Parent	
Stephanie Clifford	Member/ Parent	
	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, the overall percentage of students performing at or above proficiency (Levels 3 or 4) on the NYS Math Assessment will increase by 5-7%, from 44.5% to 49.5% - 51.5%..

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.

In 2013, the percent of students who scored at or above proficiency was 36%. In 2014, this number increased to 44.5%.

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

Instructional Strategies/Activities

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.** Professional Development: Professional Development will be provided by Instructional Lead Teachers as well as Network CFN affiliates focusing on the following Danielson's Frameworks for Teaching; Common Core Learning Standards, Math Instructional Shifts, DOK, UDL, data informed instruction, CCSS aligned assessments, data analysis, lesson plan analysis, creating long term learning targets, creating coherent units of study, and strategies to build academic vocabulary
- 2.** Additional Support Services: Academic intervention services include learning support classes, before school tutoring, after school programs and Saturday Academy will continue to be offered. Students receive instruction in small groups and/or one to one. Research based strategies are consistently implemented and standard based assessments are used assess student progress.
- 3.** Common core aligned units of study: Students will engage in teacher-created CCSS-aligned units of study and tasks that focus on high level thinking skills and mathematical discourse. The tasks will ask students to demonstrate their ability to make productive use of knowledge and problem-solving strategies, construct viable arguments and critique the reasoning of others.

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

1. Key Personnel: All Teachers; data specialist, Inquiry Team Members, Department Chairpersons
2. Key Personnel: All teachers; At Risk SETSS provider; after school teachers
3. Key Personnel: All Teachers; Math Department chairperson

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

1-3. Target Populations: Students in grades 6-8 excluding ELLs and SWDs

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

1. 1-3 Implementation Timeline: October 2014 through June 2015

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

1. Administration along with cabinet team members will continuously update the professional development plan based on data analysis, teachers' needs assessments and results of teacher observations.
2. Instructional Team meetings take place every week to discuss academic intervention service plans for individual students.
3. Common planning time will be used to look at children's work in order to improve instructional outcomes, evaluate the effectiveness of instruction; aligning units to the common core and designing rubrics.

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).

In order to achieve this goal:

- Parents will engage in training sessions designed to help parents aid their children with math activities.
- Parent workshops will also continue to focus on the Math Common Core Standards and shifts.
- Provide translated letters to parents in their native language.

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, the percentage of students meeting or exceeding the standards in ELA (Levels 3 or 4), as measured by 2015 New York State Assessment, will increase by 5-7%, from 44% to 49-51%.

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.

In 2013, the percentage of students meeting or exceeding the standards went from 38.5% proficiency in ELA to 44% according to New York State Assessments. Although there was an increase in ICT students proficient in ELA (from 2.3% to 15.7%) and an increase in students proficient who receive SETSS (from 0% to 10%), we must continue to focus support in this area through targeted supports. In order to continue an upward trend in the growth of students on the NYS assessments, teachers must focus on increasing text complexity with a sharp focus on scaffolding instruction to meet the needs of all students. Further, and in alignment of the CCSS, teachers need to increase exposure of our students' text-dependent questions and academic vocabulary. Data collected suggested that teachers must continue to consistently analyze reading and writing conference data to understand students' needs and identify entry points

Instructional Strategies/Activities

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.

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

- 1.** Professional Development: Professional Development will be provided by Instructional Lead Teachers as well as Network CFN affiliates focusing on the following Danielson's Frameworks for Teaching; Common Core Learning Standards, ELA Instructional Shifts, DOK, UDL, data informed instruction, formative assessment, data analysis, aligning units of study, lesson plan analysis, using long term learning targets, close reading, and strategies to build academic vocabulary.
- 2.** Additional Support Services: Academic intervention services include learning support classes, before school tutoring, after school programs and Saturday Academy will continue to be offered. Students receive instruction in small groups and/or one to one. Research based strategies are consistently implemented and standard based assessments are used assess student progress.
- 3.** Common core aligned units of study: Students will engage in teacher-created CCSS-aligned units of study and tasks that crafted around persuasive writing; writing to inform as well as narrative writing. The tasks will require students to support claims, provide valid reasoning, analyze content, use effective techniques and convey well-structured event sequences.

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

1. Key Personnel: All Teachers; data specialist, Inquiry Team Members, Department Chairpersons
2. Key Personnel: All teachers; AIS teacher; At Risk SETSS provider; after school teachers

3. Key Personnel: All Teachers; English Department chairperson

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

1-3. Target Populations: All students excluding ELLs and SWDs

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

1-3 Implementation Timeline: October 2014 through June 2014

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

1. Administration along with cabinet team members will continuously update the professional development plan based on data analysis, teachers' needs assessments and results of teacher observations.
2. Instructional Team meetings take place every week to discuss academic intervention service plans for individual students.
3. Common planning time will be used to look at children's work in order to improve instructional outcomes, evaluate the effectiveness of assessments; aligning units to the common core and designing rubrics.

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).

In order to achieve this goal:

- Parents will engage in training sessions designed to help parents aid their children with ELA activities.
- Parent surveys will be used to throughout the school year in order to provide immediate feedback to school personnel.
- Parent meetings will also continue to focus on the ELA Common Core Standards and shifts.
- Provide translated letters to parents in their native language.

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, the percentage of students in the school's lowest third citywide who are scoring in the 75th percentile as reported in the progress metric of the New York City Snapshot Report will increase 5 – 7 %, from 60.8 to 65.8-70.8% in English Language Arts

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.

Currently, 60.8% of students in the lowest third citywide scored in the 75th growth percentile on the ELA state assessment. This was a decrease from 67.1% in 2014.

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

Instructional Strategies/Activities

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.

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

- 1.** Professional Development: Professional Development will be provided by Instructional Lead Teachers as well as Network CFN affiliates focusing on Universal Design for Learning, ELA Instructional Shifts, DOK, UDL, data informed instruction, CCSS aligned assessments, data analysis, and creating multiple entry points.
- 2.** Additional Support Services: Academic intervention services include learning support classes, before school tutoring, after school programs and Saturday Academy will continue to be offered. Students receive instruction in small groups and/or one to one. Research based strategies are consistently implemented and standard based assessments are used assess student progress.
- 3.** Common core aligned units of study: Students will engage in teacher-created CCSS-aligned units of study and tasks that focus on high level thinking skills and mathematical discourse. The tasks will ask students to demonstrate their ability to make productive use of knowledge and problem-solving strategies, construct viable arguments and critique the reasoning of others.

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

1. Key Personnel: All Teachers; data specialist, Inquiry Team Members, Department Chairpersons, special education coordinator, ELL Teacher
2. Key Personnel: All teachers; At Risk SETSS provider; after school teachers
1. Key Personnel: All Teachers; Math Department chairperson

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

1-3. Target Populations: Bottom third inclusive of ELLs and SWDs

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

1-3 Implementation Timeline: October 2014 through June 2015

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

1. Administration along with cabinet team members will continuously update the professional development plan based on data analysis, teachers' needs assessments and results of teacher observations.
2. Instructional Team meetings take place every week to discuss academic intervention service plans for individual students. Considerations given to place students in the least restrictive environment (LRE) as well as to supply flexible programming.
3. Common planning time will be used to look at children's work in order to improve instructional outcomes, evaluate the effectiveness of assessments; aligning units to the common core and designing rubrics.

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).

In order to achieve this goal:

- Parents will engage in training sessions designed to help parents aid their children with math activities.
- Parent workshops will also continue to focus on the ELA Common Core Standards and shifts.
- Provide translated letters to parents in their native language.

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	X	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 #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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

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

4.

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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

6.

- **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	<ul style="list-style-type: none"> • Learning Support Classes 1x a week • Before-school tutoring • Lunchtime Tutoring program • After-school Sessions 2x a week • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • Small group and/or one to one tutoring • Small group instruction 	<ul style="list-style-type: none"> • During school day • Before/ School day • During school day • After-school sessions • Saturdays
Mathematics	<ul style="list-style-type: none"> • Learning Support Classes 1x a week • Before-school tutoring • Lunchtime Tutoring program • After-school Sessions 2x a week • Saturday Academy 	<ul style="list-style-type: none"> • Small group instruction • Tutoring • Small group instruction • Small group and/or one to one tutoring • Small group instruction 	<ul style="list-style-type: none"> • During school day • Before/ School day • During school day • After-school sessions • Saturdays
Science	<ul style="list-style-type: none"> • Lunchtime Tutoring program • After-school Sessions • Saturday Academy 	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During school day • Saturdays
Social Studies	<ul style="list-style-type: none"> • Lunchtime Tutoring program • After-school Sessions • Saturday Academy 	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During school day • During school day • Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At-risk counseling services provided by Guidance Counselor • At-risk counseling services 	<ul style="list-style-type: none"> • One to one • One to one 	<ul style="list-style-type: none"> • During school day • During school day

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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)

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;
- 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;

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

- holding an annual 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 31	Borough Staten Island	School Number 063
School Name Marsh Avenue Expeditionary Learning		

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 Cara DeAngelo	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Marni Gastman
Teacher/Subject Area Rebecca Colchamiro /ELA	Parent Diane Gattullo
Teacher/Subject Area Tina Marra/SS	Parent Coordinator Su Rolnick
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers 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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	443	Total number of ELLs	2	ELLs as share of total student population (%)	0.45%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	2	0	1	0	0	0	2

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	0	0	0	2	0	1	0	0	0	2
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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	0	0					0
Intermediate(I)							0	0	0					0
Advanced (A)							2	0	0					2
Total	0	0	0	0	0	0	2	0	0	0	0	0	0	2

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	0	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other <u>0</u>	0	0	0	0	
Other <u>0</u>	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

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.
Students are assessed using DRA-2. The insights that the data provides to us allows us to create flexible groups according to students levels. The two ELL students are reading 2 years behind grade level. This information allows our teachers to adequately plan for differentiated learning. During the school year we use performance tasks to assess our students for reading comprehension. In addition,

after each unit of study students take a post assessment. The data shows that our ELL students are reading below grade level and need additional support in reading comprehension. This data has helped our school by differentiating instruction in our Communication Arts classes. Students are reading books that are leveled and teachers are supporting these students by conducting guided reading lessons on a daily basis. According to our NYSESLAT results, most of our students are at advanced levels in proficiency. These Instructional decisions are based on individual student need as shown through our data. Teachers use the data to modify their curriculum by differentiating their units based on the needs in their class.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of the existing data indicates that ELL's are scoring well on the Listening and Speaking portion of the NYSESLAT . However, the performance gains are slow in the Reading and Writing portion. This information allows our teachers to adequately plan for differentiated learning.
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 [AMAQ tool](#))
Data trends from the NYSELAT effects instructional decisions in a variety of ways. The trends determine the materials and resources the ESL teachers will use with the students during their instruction. It also determines which method (push-in or pull-out) is more effective for a group of students. The current trends have clearly guided our focus of instruction on reading and writing, with a concentration in vocabulary development.
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?

According to our NYSESLAT results, all of our students are at advanced levels with regard to proficiency.

However, student results across proficiencies and grades reveals that the ELLs are stonger in Mathematical concepts than in English LanguageArts. This provides crucial information to the school leadership and teachers because these results guide instruction. The results from the ELA and Math Tasks as well as benchmark assessments are used by the classroom and ESL teachers to create lessons that focus on the students needs.

The results of the ELL students benchmark assessments are shared with School Leadership, department chairpersons and classroom teachers. Teachers use the results of assessments to provide 1:1 and small group differentiated instruction to support instruction provided by ELL teachers. From these assessments, we are learning the strengths and weaknesses of the ELL students in each grade and across grades. The success of our ELL program is evident in the percentage of students that move up in levels of proficiency.

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.](#))
Not applicable, we are a grade 6-8 school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We take many factors into account with regard to a child's second language development, such as the amount of time the child has lived in the United States, the dominant language spoken in the home, the amount of support that the family is able to provide, as well as ensuring that the child's teachers have knowledge of effective ESL strategies. The following methodologies are used by all teachers of ELLs: Total Physical Response (TPR) the Natural Approach and the Whole Language Approach.
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?

We currently do not have a dual language program at I.S. 63.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The administration along with the faculty look at the data and plan, assess and adjust accordingly. We use protocols for looking at student data during our Core Instructional Team meetings, and Collaborative Inquiry Team meetings. Workshops are held to show teachers how to embed the academic language development in sensory context by using visual and auditory aids, and manipulatives, to make the academic language engaging and accessible. Feedback from these workshops is used to plan additional professional learning opportunities for our teachers. We evaluate the success of our program based on the following factors: NYSESLAT scores, the performance and progress on the NYS ELA Exam.

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](#).)
Because we are a lottery school, we don't accept over the counter students. All incoming students come to us from one of the District 31 elementary schools. Our parent coordinator and school counselor ensure that home language surveys are included in each of the incoming student files. If a file is missing a home language survey, parent outreach is made (3 phone calls, 2 letters sent home) the first month of school. Ms. Gastman, our school counselor as well as our testing coordinator is in charge of this process. Ms. Gastman and Ms. Colchamiro also administer the NYSESLAT year. WE use the RNMR in ATS as well as the NYSESLAT results on the L2 Report to determine ELL eligibility and mandated minutes.
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 10 days of school a parent orientation meeting is held; present are our highly qualified, certified ESL teacher, the parent coordinator as well as staff members that are fluent in the necessary languages. A sign in sheet is provided to all parents who attend the orientation. A formal presentation is made to the group in English by the ESL teacher; the information is subsequently translated into the parents' native languages by other pedagogues. During these meetings parents are afforded the opportunity to view the New York Department of Education orientation video and receive information on the different programs available. Please note, the parent orientation materials are provided in the parents' native language to the extent possible. Parents have an opportunity to ask questions about the programs available (Transitional Bilingual Education, Dual Language and Free Standing ESL) and select to have their child placed in one of the three program options. Parents complete a Parent Survey and Program Selection Form before they leave. If parents do not complete the survey, their choice will be recorded as a Transitional Bilingual Program. Please note that due to a significantly small number of ESL students that attend The Marsh Avenue School, transitional Bilingual and Dual Language are not available at this current time.
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 [\[see tool kit\]](#).)
The parent coordinator ensures that the letters are distributed as well as follows up with a phone call to determine next steps.
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.
The NYSESLAT test determines ESL services. Parents are invited in yearly to meet with the school counselor, parent coordinator, and I to review the program if applicable.
5. 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 is administered annually to all ELL students. Each student's performance on this test is the basis for determining whether the student continues to require services. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Language proficiency levels then determine the required amount of instruction. Licensed, trained pedagogues 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. 
All parents have selected the push in ESL model.

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])?

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

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

To enrich language development, teachers differentiate the readings to ensure that readings are leveled and appropriate to the skill level of the student. Lessons are scaffolded to ensure that we move students along a continuum.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Each year, the home language survey provides for us information about how to evaluate students in their native language. The school assessment coordinator ensure that the proper ordering of tests occurs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening is assessed by discriminating for accurate and relevant information
Speaking is assessed through meaningful conversation and context.
Reading is assessed through identification of words, parts of speech and vocabulary as well comprehension skills.
Writing is assessed throughout the writing process using the workshop model.
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).

A strategic partnership with ASCD ensures that we provide effective professional development to our teachers in the area of differentiation. In addition to this partnership, job-embedded professional development has been implemented. Each teacher received a differentiated and individualized professional development plan that addresses the teachers areas of weaknesses as well as builds upon the area of differentiation that the teacher exhibits strength in.

Although we currently do not have any students who fit the category, our instructional plan for SIFE (Students with Interrupted Formal Education) students would include building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students would partner with peers or classmates who can support and further integrate them into their grade and school community.

Currently we do not have any newcomers; however our plan for this populaion would be on language acquisition and development. Students would receive intense instruction in and out of the classroom with a focus on vocabulary development, sentence structure as well as conversational speech.

For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation acquired in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development.

Currently we do not have any long term ELLs; however, our plan would include a more personalized instructional plan. Students would be given additional time on tasks and a more intense program consisting of no more than 3-5 students in order to help these students obtain English Language Proficiency.

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?

The instructional strategies our teachers use with our ELL-SWD's is small group instruction, scaffolded instruction, varied graphic organizers, and the Step up to Writing program.

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?

The needs of our ELL's with disabilities are met in the general education environment, which is our LRE.

Courses Taught in Languages Other than English

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

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

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

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

0	0	0	0
0	0	0	0

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

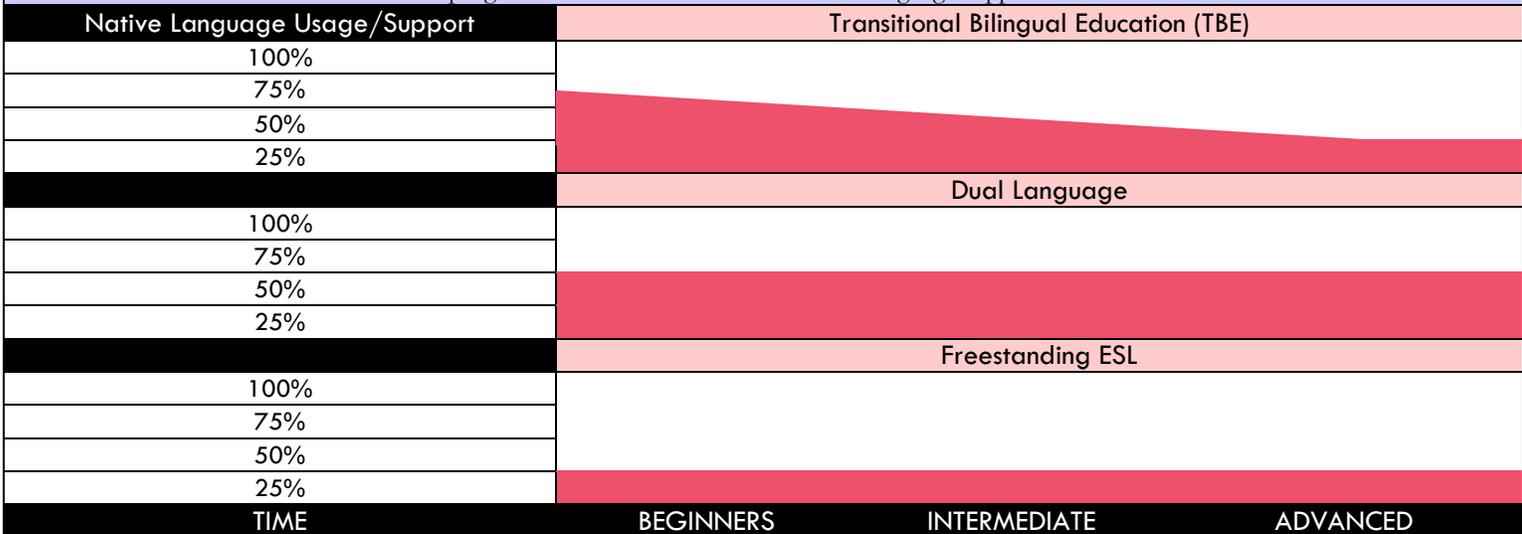
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
Targeted intervention programs include small group instruction in all content areas, push-in support by a content area teacher in all classrooms, before/after school individualized and small group tutoring, and Saturday academy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The plan for continuing transitional support is to offer all of the programs above for the remainder of the time the student goes to MAELS.
11. What new programs or improvements will be considered for the upcoming school year?
New programs we are considering for the 2013-2014 are Read 180 and CMP.
12. What programs/services for ELLs will be discontinued and why?
We are not considering discontinuing any services/programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs receive equal treatment and resources to the general population of our school. All after school clubs, music, art, shows, plays, and extended day instruction are open to the complete academic community. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All students have access to the SMART boards, laptops, and books on tape/CD.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is provided in the form of paired peers whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ESL instruction.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Additional resources may include but not limited to headphones, native language dictionaries and texts.
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.
N/A
18. What language electives are offered to ELLs?
All ELLs receive Spanish in grade 8.
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?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We currently do not offer a dual language program.

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.

Professional Development Program: Curricular/Pedagogical:

- Carefully timed Workshop Model across disciplines.
 - Differentiated Instructional strategies which maximizes each area of the Workshop Model, including pre-assessments, flexible grouping, levels of questioning, small group instruction, tiered instruction, choice activities leading to choice products and Curriculum Compacting Classroom Environment/culture
- We believe that the consistency in the systems and structures we have in place for our students set the tone and high expectations for learning at our school.
- Structures in place for consistent use of Workshop Model and Accountable Talk create and support high expectations for student behavior and discourse through the use of Costa's levels of questioning.
 - Celebrated student work with purposeful and meaningful feedback.
 - Display and implementation of school's character traits; courage, collaboration, compassion, and tolerance.

Assessments:

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

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

Our Professional Development plan is driven by collective and individual teacher need. It was created with the intent to provide teachers with a cycle of continuous improvement in order to meet the needs of all our teachers. Teachers have been divided into three cohorts depending upon their level of implementation of differentiated instruction.

Results of Professional Development:

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

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

Several professional development sessions (7.5 mandated hours for general education staff as well 10 hours for special education staff) are scheduled with the entire school staff which includes Parent coordinator, Secretaries, Para-Professionals, related service providers, socail worker and school psychologist, general education and special education teachers. under the direction of the ELL instructor and professional development team.

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?
 1. The needs of our parents are evaluated on a monthly basis through the use of an internal survey. Parent involvement is embedded in our school practices which include: SLC's: Student Led Conferences are a unique practice at MAELS in that they replace the traditional parent-teacher conference. Implementing Student Led conferences has been a positive learning process and culture shift for our students, teacher and parents. We believe that the traditional Parent Teacher Conference places the focus of the conversation on the strengths and improvement areas of the student in a conversation limited to the parent and teacher whereas the Student Led Conference empowers the student to be accountable for their own learning and articulate their individual process of learning. Students identify learning targets in each of their content areas, explains how they mastered that learning target by describing specific strategies used in the classroom, then each student shares the final product for that learning target along with the assessment(s) that went along with the entire process.
 2. Expeditions/Presentations of Learning: Presentations of Learning are a unique implementation of Expeditionary Learning Schools. Based on Outward Bounds concept of experiential learning, Presentations of Learning incorporate numerous strategies and resources to provide students with the most in-depth study of a topic in order to make meaning through direct experience. We began implementing Presentation of Learning in 2008. The science department and social studies department each incorporated a learning expedition in their curriculum planning in 2008. Since then, we have implemented both a science and social studies expedition and Presentation of Learning into 7th grade, and a Humanities expedition and Presentation of Learning into 8th grade. Each of these learning experiences is interdisciplinary in nature and enables students to move deeper into the curriculum at every level, make connections between subject matter, and to the world around them. Enrichment Clusters: In an effort to address the diverse interests and talents of our students as well as to increase the level of student engagement, we have implemented enrichment clusters into our 8th grade. Parents take part in these enrichment clusters because we invite them to facilitate lessons. These are non-graded groups of students who share common interests, and who come together during specially designated time blocks during the school day to work with an adult who shares their interests who acquires some degree of advanced expertise in the area. The enrichment clusters (electives) meet three days a week. Students self-select their electives based on an interest inventory addressing the multiple intelligences. Elective choices include "We the People," Digital Image, Dance, Basic Drawing, Fitness/Nutrition, and chorus.
 3. The needs of the parents are evaluated through surveys, results of parent teacher conferences and specific needs and concerns that are reported to our parent coordinator.
 4. Saturday Workshops: In an effort to accommodate all parents and their schedules, parents are invited to attend a parent workshop bi-monthly.
Parent CREW Week: Once a month, parents are invited to facilitate an advisory session for their child.
Parent Breakfasts: Bimonthly, parents are invited in to celebrate our character traits and join in a community breakfast.

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: MAELS

School DBN: 31R063

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cara DeAngelo	Principal		11/4/13
	Assistant Principal		1/1/01
Su Rolnick	Parent Coordinator		11/4/13
	ESL Teacher		11/4/13

Diane Gatullo	Parent		11/4/13
Rebecca Colchamiro/ELA	Teacher/Subject Area		11/4/13
Tina Marra/SS	Teacher/Subject Area		11/4/13
	Coach		1/1/01
	Coach		1/1/01
Marni Gastman	Guidance Counselor		11/4/13
	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: **31R063** School Name: **Marsh Avenue Expeditionary Learning**

Cluster: **04** Network: **409**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

PTA information and other communications from the school are translated into the languages needed for our parents. The PTA has parents who are fluent speakers and writers in languages other than English. For other school materials the principal may ask our teachers or staff that speak other languages to translate. Several school aides and paraprofessionals are fluent in other languages

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

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

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

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