

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**28Q167**

**School Name:**

**METROPOLITAN EXPEDITIONARY LEARNING SCHOOL**

**Principal:**

**DAMON MCCORD**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

**Metropolitan Expeditionary Learning School** 28Q167

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
6-12

Grades Served: \_\_\_\_\_  
91-30 Metropolitan Ave. Forest Hills, NY 11375

School Address: \_\_\_\_\_  
718-286-3500 718-286-3501

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
Damon McCord Dmccord2@schools.nyc.gov

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Damon McCord

Principal: \_\_\_\_\_  
Adam King

UFT Chapter Leader: \_\_\_\_\_  
Bethany Thomas

Parents' Association President: \_\_\_\_\_  
Amity Black

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

D 28 Mabel Sarduy

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
90-27 Sutphin Blvd., Room 242, Jamaica, NY 11435

Superintendent's Office Address: \_\_\_\_\_  
msarduy@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_

718-557-2618 718-557-2623

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

Affinity Group Alexandra Anormaliza

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
131 Livingston Street Brooklyn, NY 11201

Director's Office Address: \_\_\_\_\_

aanorma@schools.nyc.gov

Director's Email Address: \_\_\_\_\_

(718) 935-5618

n/a

Phone Number: \_\_\_\_\_

Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Damon McCord	*Principal or Designee	
Adam King	*UFT Chapter Leader or Designee	
Bethany Thomas	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Patrick Finley	AP / School	
Brenda Jackson	Member/ Parent	
Shoshanna Malett	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jody Berman	Member/ Parent	
Amity Black	Member/ Parent	
Kathryn Thome	Member/ Parent	
Leslie Pinto	Teacher/ School	
Katherine Blouse	Teacher/ School	
Hilary Rosenfield	Teacher/ School	
	Member/	
	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

### OUR MISSION

Our mission is to teach students to think critically in ways that prepare them best for college; provide a strong background in science, technology, and sustainability; and build leadership capacity in order to create change. Our graduates will be prepared for success in college through demanding coursework and fieldwork experiences with leaders in the sustainability movement. Graduates will have an understanding of the challenges faced by their generation and how to generate innovative solutions in the fields of architecture, science, urban planning, and technology.

### CORE VALUES

The Metropolitan Expeditionary Learning School has **five core values** that inspire everything we do. They are:

- **Advocacy:** Students will learn to be informed decision-makers who advocate for themselves and others as they examine the challenges that face our world and share possible solutions.
- **Intellect and Curiosity:** Our school will build a culture of learning that is evident in the classrooms and in activities created for all students.
- **Respect:** A culture of mutual respect will be nurtured and embodied by the entire school community.
- **Stewardship:** There is a responsibility shared by all those whose actions affect our world.
- **Success and Failure:** Students need to feel successful to build the capacity and confidence to take risks and respond to challenges. Students will also learn from their failures by persevering through tough times and turning challenges into opportunities for creativity and growth.

To understand our school's context, it is imperative that one be familiar with the strategic partnerships we have with Expeditionary Learning (EL) and NYC Outward Bound Schools. It defines the kind of school we have and our beliefs about how students learn best. Our school utilizes the Expeditionary Learning school model, which is rooted in the principles and practices of Outward Bound, and supports the development of student character and good citizenship while also fostering a culture of achievement. This is evidenced by EL schools consistently outperforming district and state averages. While each school is unique, all share common features including active, real-world learning that is often community- or service-based; a rigorous and interdisciplinary academic curriculum; longer class periods; membership in an advisory program called crew; and team-building adventures outside the classroom. All incoming students enjoy a three- to five-day backpacking orientation aimed at fostering group cohesion, communication skills, perseverance and the setting and meeting of goals.

Another hallmark of EL schools is the breadth and quality of the professional development and other supports we provide to teachers. Unlike teachers at most public schools, ours are continually supported through Expeditionary Learning's renowned professional development program, which brings regional and national opportunities to every

teacher in our school as well as continual, on-site support. You can read more about Expeditionary Learning Schools at [www.elschools.org](http://www.elschools.org) and more about NYC Outward Bound Schools at <http://www.nycoutwardbound.org/>.

The principles we use to guide our work are called the Core Practice Benchmarks. You can access the Core Practice Benchmarks at [http://elschools.org/sites/default/files/Core%20Practice%20Final\\_EL\\_120811.pdf](http://elschools.org/sites/default/files/Core%20Practice%20Final_EL_120811.pdf)

Aside from Expeditionary Learning and NYC Outward Bound, we feel another important piece of context at our school is our diversity. We are an extremely diverse school which, from year one, has been committed to serving all students in District 28. We have approximately twenty-five feeder elementary schools and as a result, enjoy a broad range of diversity across many indicators – ethnic background, socioeconomic status, performance levels on state exams, and special education students. We view this as a strength of our school and we work hard to ensure we maintain our diversity, believing that the real-world experiences we give our students are not just to build skills around academic content, but to also build the skills needed to navigate a rapidly changing world.

#### MELS Highlights and Unique Features

- Selected as a Host School for the Learning Partners Program for 2014-15 and 2015-16
- Co-Principals Finley and McCord are members of Deputy Chancellor Weinberg’s Principal Advisory Group

#### Instructional Awards/Recognition

- 8 Fund for Teachers Award Winners (Ms. Sewall, Ms. Scher, Ms. Glantz, Ms. Edwards, Mr. Shieh, Mr. King, Ms. Moss, Ms. Shiney)
- 2015 NYCOBS Gaynor McCown Excellence in Teaching Award (Mr. O’Connell)
- 2014 NYCOBS Gaynor McCown Excellence in Teaching Award (Ms. Scher)
- 2014 Credentialed EL School (one of only 9 across the country)
- 2014-2015 Learning Partners Program: Host School of Model Practice
- 2014 EL National Site Seminar Host School
- 2014-2015 NYCDOE Model Teachers (Ms. Sewall, Ms. Wolff, Ms. Scher)
- Over 10 EL National Conference Master Class Presenters on Staff
- 2013-2015 Publication of 8th Grade Students’ “Queens Migration Stories”

#### Partnerships

- Brooklyn Boatworks
- Cooper Union
- LEAF: with the Nature Conservancy
- NYCOBS

## Individual Student Award Winners

- LEAF Summer Program Scholarships: 13 students
- Outward Bound Summer Program Scholarship: 1 student
- National Outdoor Leadership Summer Program Scholarship: 3 students
- Sam Schwartz Engineering Internship: 2 students

## Student Opportunities

- French Study Abroad Trip: April 2015
- Spain Study Abroad Trip: April 2015
- Spain Study Abroad Trip: February 2016
- Ecuador Study Abroad Trip: Spring 2016

## Data Points

- 2011-2014 As/Bs on Report Card
- 2014 96% Student Attendance
- 2011-2014 Over 90% Staff Retention
- 2014 Learning Environment Survey above City Average
- 2014 Over 90% Participation in Student Led Conferences
- 2014 Over 90% of HS Students on Track to Graduate on Time
- 2014 HS Regents Pass Rates for 9th Grade Math and Science over 90%
- 2014 MS ELA and Math Proficiency above Citywide Average

## FRAMEWORK SUCCESS FROM 2014-15: COLLABORATIVE EDUCATORS

This past year, we were able to shine a light on the collaboration that happens in our school among educators. By being a Host school for the Learning Partners Program, we were able to model our structures we have in place that lead to collaboration and teacher leadership. We were also able to engage in professional collaborations outside our school building, not just through the LPP program, but through collaborative professional learning through Expeditionary Learning as well.

Additionally, because of the positive and productive working relationships of everyone at our school, we were able to successfully apply and be accepted into the PROSE program.

## FRAMEWORK FOCUS AREA FOR 2015-16: RIGOROUS INSTRUCTION

Every year, we create a Work Plan with Expeditionary Learning. This plan guides the focus of our schoolwide work and helps us articulate a vision for the scope of the work at our school. In order for this work to remain coherent and focused, our instructional leadership team determines how each of the collaborative work structures at our school will contribute to the goal. This year, our school goal is “All teachers will design and use assessments for learning that strategically align to a particular assessment of learning (or product), so that students will produce higher quality work.” We feel this goal, while specific in scope, will contribute to the level of rigorous instruction at our school.

## 28Q167 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11	Total Enrollment	723	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	16	# SETSS	9	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	14	# Drama
# Foreign Language	15	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	2.0%	% Attendance Rate		95.0%
% Free Lunch	49.8%	% Reduced Lunch		10.7%
% Limited English Proficient	1.8%	% Students with Disabilities		21.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.7%	% Black or African American		17.5%
% Hispanic or Latino	37.5%	% Asian or Native Hawaiian/Pacific Islander		17.9%
% White	22.8%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.0%	% Teaching Out of Certification (2013-14)		13.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		4.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	32.6%	Mathematics Performance at levels 3 & 4		36.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		59.5%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		74.2%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.4%	% of 2nd year students who earned 10+ credits		95.2%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

On the Instructional Core areas on our most recent Quality Review, we received scores of well-developed and proficient. For our first graduating class, who are rising seniors, according to the graduation tracker, over 90% of them are on track to graduate. For an unscreened school with over 20% of our population having IEPs, that is a point of pride. For needs, we want to continue to push the rigor and engagement at all levels across our classrooms. This past year, we piloted one Advanced Placement class for a group of 35 11<sup>th</sup> graders (AP Biology). The SLT wants to expand the school’s AP offerings and bring more advanced course offerings to our students.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have expanded the number of AP-certified classes offered to students from one class to five classes.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Increase teachers who attend AP training sessions	AP teachers	Summer 2015 and 2015-16 school year	Teachers and Co-Principals
Increase number of approved AP courses through submission of AP-aligned course curricula to the College Board.	Teachers teaching AP courses, with support from the Academic Dean	2015-2016 school year	Academic Dean and teachers
Create additional AP courses for students in 11 <sup>th</sup> and 12 <sup>th</sup> grades (AP Calculus, AP English, AP Government, AP Spanish, and AP Biology) and communicate those opportunities to students and families	Teachers and Students	Summer 2015	Co-Principals and AP teachers
Students with disabilities will be closely monitored by the AP teachers to determine what additional supports they might need to achieve success in the class.	Teachers	2015-16 school year	Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Co-Principals, teachers, afterschool per-session, admin staff, cost of AP trainings.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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In January, during re-programming for the second semester, we will revisit the feasibility of these course offerings for the 2<sup>nd</sup> term.

UPDATE - 1/13/16 - As of 1/13/16, we have offered 4 AP certified classes. We plan to add an additional AP certified course, AP Government, in the 2nd semester. We are on track to achieve this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As indicated in our 2014-15 Quality Review, we received a score of well-developed in the area of school culture. We have a strong school culture, with very high attendance and positive responses on the Learning Environment Survey. We have had over 90% teacher retention since we first opened in 2010. However, last year we experienced a great deal of inconsistency with our Parent Coordinator position, having three different people serve in the role over the course of the year. As a result, the percentage of students, parents, and teachers completing the learning environment survey dropped in each category. One area of need is to focus on increasing those survey response rates so that we have a body of data to examine that is reflective of the diverse perspectives of our school community.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school community will increase the response rate on the learning environment survey by at least 3% for parents, students, and teachers.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Our parent coordinator will track response rates of students and follow up with students who have not taken the survey. Students with IEPs, ENL students, and other students with reading difficulties will be given support by their teachers while taking the survey in Crew.</p>	<p>Students, Crew Advisors</p>	<p>April 2016</p>	<p>Parent Coordinator, Crew Advisors</p>
<p>The Co-Principals will dedicate time for teachers to take the survey and will follow up with any teachers who have not completed the survey.</p>	<p>Teachers</p>	<p>April 2016</p>	<p>Co-Principals</p>
<p>Our parent coordinator will provide frequent reminders for parents to complete their surveys, track response rates of parents, and follow up with parents who have not taken the survey.</p>	<p>Parents</p>	<p>April 2016</p>	<p>Parent Coordinator and Co-Principals</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff PD time, Crew time, School messenger system, Mail chimp system</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>There will be frequent and ongoing monitoring during the survey administration period.</p>

UPDATE 1/13/16 - Nothing has happened yet with the LES, so we are still on track to meet this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As stated in our 2014-15 Quality Review, “School-wide instructional coherence is evident throughout the middle school and high school through learning expeditions that include all content areas. The expeditions for grades 6-8 are Food, Glorious Food, Transforming Cities, Invaders, Neighborhood Watch; It’s Revolutionary, Price of Progress, Fight for Our Rights, and Origins and Impact. For grades 9-11 students have expeditions such as: “Times, They are a Changin’”, “Great Power, Great Responsibility”, “The Ground We Stand On, “Butterfly Effect”, Built to Last” and “The Road Less Traveled”.”

We have an intensely collaborative staff that works hard to develop engaging, rigorous, authentic curricula. In order to better support teachers in that work, we need to implement structures and supports that will help remove cumbersome tasks from their duties, provide more opportunities for professional learning, and create additional opportunities to showcase and share their work for feedback. For our veteran teachers, we wanted to create a structure that tended to their professional learning – something that is often pushed aside for teachers who are experienced and have shown effective classroom practices.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of MELS teachers will have participated in a collaborative, differentiated Professional Inquiry Group (PIG) focused on a particular topic.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Establish and implement PIGs that will meet over the course of 8 Wednesdays throughout the year	All teachers	2015-16 school year	PD Committee, Instructional Leadership team (ILT), Instructional Guide

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Schedule flexibility, school designer time (the School Designer is a person who works with EL Education to support implementation of the EL Education Core Practices), PD time, Instructional Guide										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February 2016, we will have a ‘Mid-Year Huddle’ to examine our progress toward this goal and make adjustments. By February 2016, we will have also administered and collected exit surveys/tickets showing dis\satisfaction with the PIGs, as well as teacher reflections on their own growth in order to further build instructional capacity.  UPDATE 1/13/16 - As of 1/13/16, 100% of teachers have been participating in PIGs. We are collecting surveys from participants to determine teacher satisfaction.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The “Co-Director” or “Co-Principal” model for schools has been utilized in this country for years and a growing body of research has begun highlighting its effectiveness. Locally, at New York City’s iSchool, the Co-Principal model was touted as a strength of the school and contributed to its success. When one of the two founding Principals eventually transitioned to another position, the leadership model ensured that the original vision and momentum was maintained. Similarly, we believe that the greatest strength of the Metropolitan Expeditionary Learning School is our co-directorship. This model of shared leadership has been a part of the vision for this school since its inception and has been vital to the continued success of the school. Our co-leadership has led to a firm foundation for our program and has served to develop a collaborative school community unlike any other. Most importantly, we believe that this model promises sustainability for our school for years to come. This shared vision ensures that there will never be a void of leadership in our school community.

In the small school movement, there is an expectation that teachers will need to wear many hats. Additionally, teachers may be asked to develop quickly as leaders in chairing departments, committees, and grade teams. At our school, we have not just spoken to the idea of shared leadership – we have modeled the practice. For this reason, we have already groomed many teachers to become teacher leaders. We have worked with them, but again, most importantly, we have modeled the practice of shared decision-making. Gronn and Hamilton (2004) suggest that a “co-principalship is an important attempt to institutionalize a culture and a practice of distributed leadership” (Eckman). This is not a practice only being examined in the world of education. As Heenan and Bennis (1999) argue, “Co-leadership is not a fuzzy-minded buzzword designed to make non-CEOs feel better about themselves and their workplaces . . . In this new organizational galaxy, power doesn’t reside in a single person. Rather power and responsibility are dispersed . . .” Likewise, O’Toole, Galbraith, and Lawler note that the trend in the business world during the past fifty years has been to “expand the capacity for leadership at the top of business organizations” (Eckman).

Unfortunately, despite virtually everyone at the DOE acknowledging the success of our model, from the Learning Partners Program to Chancellor Fariña, the DOE has still not formally recognized our model by naming both Patrick Finley and Damon McCord as Principals. This model has worked well for our school, is another innovative practice for our school to showcase, and is an integral part to the success of our school. Therefore, the need of the school as it relates to the Framework is to formally establish and support this innovative leadership structure that models the professional growth and collaboration we expect of our staff.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we would like the DOE to officially recognize the MELS Co -Principalship, resulting in both Mr. Finley and Mr. McCord being named officially in MyGalaxy and other systems as Co-Principals of MELS (28Q167), in order to continue to strengthen the opportunities for Effective Leadership as measured by a 5% increase in teacher pedagogy in instruction (Domain 3).

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Parent advocacy campaign that involves reaching out to the media as well as elected officials.	The DOE	2015-16 school year	SLT, PTA
Teacher advocacy campaign that involves working with parents to contact the media and elected officials.	Teachers and staff at MELS	2015-16 school year	UFT Chapter
Co-Leader advocacy campaign that builds on the years of letters, emails, and documentation of the feasibility of the proposal.	Co-Principals	2015-16 school year	Co-Principals, CSA

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
No school resources will be utilized for this.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, we will examine our progress toward meeting our goal to determine if we are on track.

UPDATE 1/13/16: We are still waiting on the DOE to officially acknowledge this innovate leadership model.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As evidenced by our Learning Environment Survey results, parents are very satisfied with our school. Our enrollment data also confirms that families see MELS as a desirable school option, with over 2000 students applying for approximately 150 seats. We engage families in Student Led Conferences at MELS, with approximately 91% of families participating in the two sessions per year. However, attendance at PTA meetings, grade-based parent nights, and other events still is lagging. We would like to start focusing on providing useful workshops and meetings as another way to get families more involved in the school.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent workshops – By June 2016, we will have hosted at least 10 meetings/workshops/opportunities for parents to be involved in the school community as measured by agendas and attendance sheets at the workshops.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engaging non-English speaking families by providing translated materials and translation services at most meetings</p>	<p>Non-english speaking families</p>	<p>2015-16 school year</p>	<p>Parent Coordinator</p>
<p>Event for each grade – Presentation of Learning, grade-based parent night, etc.).</p>	<p>Each family in that grade</p>	<p>Fall 2015</p>	<p>Co-Principals and Guidance Counselors</p>
<p>Culture building (yoga, citizenship workshop,</p>	<p>All families</p>	<p>2015-16 school year</p>	<p>PTA</p>
<p>SLCs, Curriculum Night, POLs</p>	<p>All families</p>	<p>2015-16 school year</p>	<p>All school staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Parent Coordinator, Guidance Counselors, Co-Principals, teachers, per session, overtime for school aides and community workers, supplies for communication (mailings, postage, paper, etc.), School Messenger, Mail Chimp</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, we will have hosted at least 5 parent events to keep us on track for meeting our goal by June 2016.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Scores on NYS exam and diagnostic	IReady intervention in the Silent Sustained Reading (SSR) period.	Small group	Twice per week during the school day.
<b>Mathematics</b>	Scores on NYS exam and diagnostic	IXL program for targeted math intervention, as well as teacher work outside of class	Individual and small group	Before school, after school, and lunch with teachers
<b>Science</b>	Teacher assessments	Teacher work outside of class	Individual and small group	Before school, after school, and lunch with teachers
<b>Social Studies</b>	Teacher assessments	Teacher work outside of class	Individual and small group	Before school, after school, and lunch with teachers
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Metropolitan Expeditionary Learning 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 the school and the families. The 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 the school community. **Metropolitan Expeditionary Learning 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC) Template**

**Metropolitan Expeditionary Learning 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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> 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 with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>28</b>	Borough <b>Queens</b>	School Number <b>167</b>
School Name <b>Metropolitan Expeditionary Learning Scho</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Damon McCord</b>	Assistant Principal <b>Pat Finley</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Lauren Kosasa</b>	School Counselor <b>Andriena Nunez</b>
Teacher/Subject Area <b>Gabriel Espinal/ Social Sts.</b>	Parent <b>Ms. Kazim</b>
Teacher/Subject Area <b>Ari Feldman/ELA</b>	Parent Coordinator <b>Cindy Pacheco</b>
Related-Service Provider <b>Antonella Truncali</b>	Borough Field Support Center Staff Member
Superintendent <b>Sarduy</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>845</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

**This school offers (check all that apply):**

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	22	<b>Newcomers</b> (ELLs receiving service 0-3 years)	16	<b>ELL Students with Disabilities</b>	8
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	16			5			1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish							12	1	2	1	2	2		0
SELECT ONE Arabic								1					1	0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):

Number of students who speak three or more languages: \_\_\_\_\_

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)							1			1	1			0
<b>Expanding</b> (Advanced)							9	2			1		1	0
<b>Commanding</b> (Proficient)							2		2			2		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							5	1		1		2		0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1		1						0
7			2						0
8			1						0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		1	
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra	2		1	
Algebra 2/Trigonometry Math _____				
Chemistry	1			
Earth Science	1			
Living Environment	2		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2		1	
Geography				
US History and Government				
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses a variety of assessments to assess the early literacy skills of our ELLs. This work begins during the summer in our "Summer Bridge" program for new students. At this program, students take part in a baseline in both math and ELA (Common Core aligned). At the beginning of school, we also provide a diagnostic (i-Ready) that provides lexiles as well as other information on reading levels. We also of course use the state tests as well as school designed assessments. The data is used to help us determine whether further supports are needed (ie: our after school Ramp Up program as well as our sustained reading pull-out support). This data helps inform our school's instructional plan for after school supports and in-school interventions.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Although we have a very small pool of data, one trend is clear. Our students with special needs who are also ELLs have more difficulty with the NYSESLAT. Many of our students with more than 4 years of service are students with special needs. The data from the NYSITELL includes a majority of students with IEPs that will be in need of services this year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We use state test data to ensure that we are looking at AMAO. Our team of teachers uses the AMAO tool at the beginning of the year to do a detailed analysis of the NYSESLAT data. The pool of data is small and does not reveal broader trends at this time.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 The data shows that we are doing a great job in supporting language learners- these students are faring well in tests given in English. The majority of students needing services are students new to our school (6<sup>th</sup> grade). The students who start with us in 6<sup>th</sup> grade demonstrate progress over the years. These students do well in high school accumulating credits and our school's students did exceptionally well on the first administration of the English Regents. continue to support students especially in their writing. We use the

initial data from our baselines to determine support both in (SSR) and out (Ramp Up) to determine supports for reading and writing. We examine this data in department teams in middle school to determine what additional support students might need. In looking at the data, our learning over time is that our students who enter in 6<sup>th</sup> grade increase test scores each year and eventually move into high school on track to graduate in four years. School leadership meets with Department Leaders to go over the results of periodic assessments. The school has learned that our students struggling on Periodic Assessments tend to have an IEP.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Although we are not a K-5 school, we still use the RtI framework as a support for identifying strategies for struggling students. RTI is used as a response when students are identified and follow up meetings are held by Katie Blouse following the RTI guidelines.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Our ESL teacher works with the student, family, and teacher to coordinate a plan that best meets the needs of the student taking into account the student's background and history. All students are in Crew (advisory) and advisors meet with one another to better understand all students' history and background. Our ESL teachers plan with Crew advisors and work on grade teams planning with other teachers and have equal voice in interdisciplinary curricular decisions. The ESL teachers work to support students to ensure that they can meet the learning targets developed in classes.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the criteria in the following ways. First, we expect students to pass the NYSITELL. Second, we expect our students who have needs to make at least a year of progress- but we often expect to see more than a year of growth for students that are behind. Other factors that show success are high attendance rates, credits earned, and participation in school culture/activities. All show our success as a program. The most important metric in our eyes is looking at the students who entered our school in 6<sup>th</sup> grade and seeing their progress towards graduation. All of our ELLs and FELLs in high school are on track to graduate in four years. To ensure that students are meeting AYP, teachers set learning targets based on standards that are aligned to state tests and teachers work to ensure that students meet targets.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Our school begins the year by ensuring that all students have been administered the Home Language Identification Survey which includes the oral interview. Our ESL teacher then administers the Home Language Survey, informally interviews, and gathers informal anecdotal evidence on students that have not been administered the Home Language Survey. Our ESL teacher then administers the NYSITELL if necessary to those students who have been identified through the Home Language Survey and have not having previously been given the NYSITELL. When necessary, the Spanish LAB will be administered. Our ESL teacher also begins to examine the data from the previous NYSESLAT to determine additional support for students. For all new students, our office team (including Mr. Lopez and Ms. Pacheco) speaks with the parents upon entry into our school to provide our ESL teachers with any pertinent information. Support is provided to all non-native English speakers on site where possible. If parents speak a language where an additional translator is needed, Ms. Pacheco reaches out for translation. This is done within 10 days. All Home Language Surveys and NYSITELL will be administered by our main ESL teacher, Ms. Kosasa, with the support of parent coordinator, Ms. Pacheco, as needed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Teachers use a grading system (Jumprope) to share assessment results with families and the ESL teachers. The ESL teacher can monitor performance and also meets weekly with grade teams. In addition to using classroom assessments to identify SIFE, the ESL teacher can follow up with the SIFE questionnaire where appropriate.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

Our LPT is comprised of Katie Blouse (IEP Teacher), Lauren Kosasa (ESL Teacher), Cindy Pacheco (Parent Coordinator), and Pat Finley (Co-Principal). Please see the list at the beginning of this document for a complete listing of members. Pat Finley and Katie Blouse meet as part of the SIT team regularly to discuss students that teachers have identified as struggling. For students that Grade Teams identify as being in need, our school uses an RTI process. This process provides a safety net for newly enrolled students to ensure that their needs are being met. Additionally, our ESL teachers use assessments immediately upon entry to assess student needs as they arrive. ESL teachers work to assess in the native language and provide translation support where needed to ensure that students receive proper services.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Our Parent Coordinator meets with the Co-Principal and ESL teacher to plan for the distribution and collection of letters in the parents' preferred language. The Co-Principal meets with both at the beginning of the year to plan for the year.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).  
Our Parent Coordinator makes personal calls to our small numbers of ELL families at the beginning of the year to explain policies and information is received in parents' preferred language. Both the PC and our ESL teacher make sure to explain to parents their opportunity to appeal ESL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Our Parent Coordinator makes personal calls to our small numbers of ELL families at the beginning of the year to explain policies. Parents are contacted by the Parent Coordinator within the first week of school. At that point, the Parent Coordinator explains the program choices (using translation services where appropriate). The ESL teacher (in this case, Lauren Kosasa) follow up with letters, which are returned to school and stored in our PC suite.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
As stated earlier, our Parent Coordinator makes personal calls to our small numbers of ELL families at the beginning of the year to explain all of the above policies. The call is made in native language where appropriate with the use of translation services as needed. Our small number of students allows the entire team to monitor program choice when we meet at the end of September. Individual conversations are held and selection forms are returned and stored in the PC suite.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our Parent Coordinator follows up with individual families- they make up a small percentage of our population. She is also on hand for our Back to School Night in September to follow up with parents in their native language. Forms are completed and stored in the PC office.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The Co-Principal meets with the Parent Coordinator and ESL teacher at the beginning of the year. New letters are printed and put on letterhead. The Parent Coordinator makes calls and letters are sent home with students in preferred language. The lead ESL teacher follows up with the Parent Coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
HLISs are kept in the main office. Entitlement letters and all other ELL documentation are stored with our Parent Coordinator.
11. 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.  
Our three ESL teachers work together to schedule students. All three teachers work with the other members of grade teams to communicate. Students take the test and the ESL teachers support students who miss classtime. Our Co-Principal meets with the ESL teachers and testing coordinator to check the schedule. With such a small number, testing has not impacted our school day. ESL teachers work with teachers to support students to make up any work that was missed. All eligible students are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
At the beginning of the year, the Co-Principal meets with the Parent Coordinator and lead ESL teacher. The Parent Coordinator follows up with families to ensure that letters reach the home in the preferred language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
100% of our families have chosen to stay with us to this point. This data shows that our program models are meeting parent and student needs. We will continue to inform parents of their choices and supports available at our school.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Our ESL teachers push-in to provide instruction in Social Studies and Science classes. We have only a few students in each grade and these two to three students are grouped together in classes. In 6<sup>th</sup> grade, we have more ELLs and they are grouped together in two heterogeneous classes. The teachers work to differentiate as students are integrated into the class in an inclusive model.
  - b. TBE program. *If applicable.*
  - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The Co-Principal meets with all ESL teachers at the beginning of the year. The list of students requiring supports is created and each student's individual need for instructional minutes is listed. The group works to co-create schedules of integrated instruction for all students. All students who are in need of ELL support receive support from ESL teachers pushing into their content classes- the instructional minutes meet the standards set in charts 5.1 and 5.2.
3. Describe how core content is delivered in each program model. 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.

ESL teachers push-in to core content classes to support students. ESL teachers also meet weekly with grade team to support teachers with differentiating content for students. ESL teachers work with a variety of resources, which sometimes include texts in students' native languages (which is most often Spanish for our ELLs). All teachers meet as a grade team to set rigorous learning targets aligned to the CCLS. At times, the materials used to help students achieve these learning targets are differentiated.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ESL teachers meet with grade teams and support teachers with differentiation strategies, including assessing and providing materials in native language where appropriate. Co-Principals set aside resources to support teachers when additional resources are needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

As a school that values all four modalities, all courses value and assess students regularly in each of the four modalities. These assessments can be seen in our grading system (Jumprope). Both formal and informal assessments are used regularly by teachers to determine student progress towards learning targets. For our ESL teachers, they design assessments in all four modalities that can be entered into Jumprope during each unit of study (an expedition).
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

At our school, we have yet to have SIFE students. As a new school, we do not currently have any SIFE students. We would work with our network to support our ESL instructor if any students were sent to our school with needs beyond our current students. During the summer, we examine our rosters on ATS and plan for the needs of all students. For SIFE students or

students at a "B" level that have newly arrived, we have a variety of supports (Ramp Up, SSR, Crew) that help students who need additional support. Additionally, we would have materials and the opportunity to be assessed in their native language (the parent coordinator has done much of this support in the past). For students in the country for four to six years who tend to be "I" or "A", our ESL teacher works to provide differentiated support to each student to help in their growth in all four modalities. For students that have been in the country longer than six years, we bring these students to Rtl to examine whether another issue or challenge might be present. For our former ELLs that have exited ELL status, teacher teams monitor their growth and progress- as well as looking for opportunities to differentiate for students as appropriate. These students still receive entitled services from an ESL teacher as well as testing accommodations as appropriate. Our Testing Coordinator creates a modifications list that includes all students entitled to this support.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

This has yet to occur. If it does, we will work to support that individual student following the guidelines set for in the ELL Policy and Reference Guide. We will follow the guidelines for student appeals within 45 days of enrollment.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

As an EL school, there are two instructional strategies that are a part of our vision and culture that are important to note here. First, we have an interdisciplinary approach to curriculum. At our school, teams of teachers meet every week to examine instructional materials and connections. For our ELLs, these meetings and the curricular connections with a common vocabulary help to reinforce content and big ideas by going in depth. Additionally, our hands-on approach to learning and collaborative work allow students the opportunity to access the material on their own and with the support of peers who speak the same language. The EL model lists a variety of approaches for supporting student instruction. Some specific strategies used for differentiation include leveled texts, scaffolds such as graphic organizers, and tiered instruction. All of this work ensures access to the academic content for all students in our school. We schedule students for both their mandates on their IEP (for example: students who are ICT receive team teaching with two teacher in the classroom) while ELLs with IEPs also receive support from their ESL teacher who pushes in to those classes or works with students during their Crew and SSR. Our school schedules students for SETTS, 12:1, and ICT as mandated on their IEP.

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

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

Chart **Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart **CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

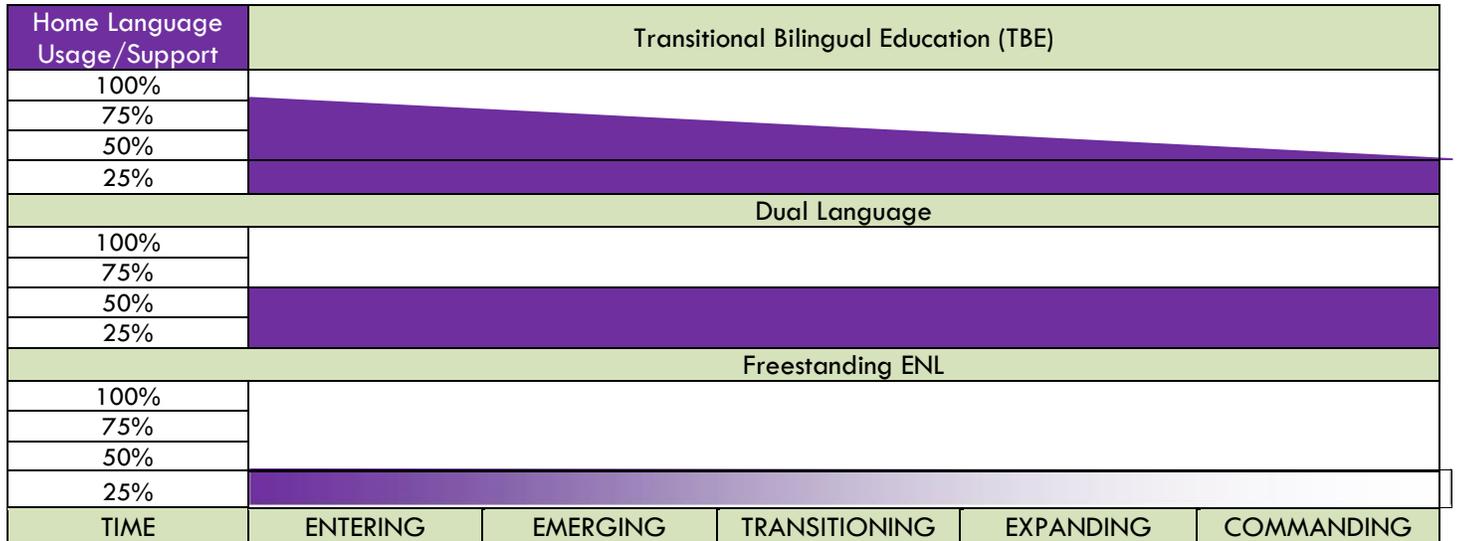


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
This year, we provide summer bridge to assess new students in ELA and math. We begin the year with Ramp Up after school to support the students most in need of support in ELA and math. When we get closer to the state tests and Regents, we offer Regents Prep to students. In science and social studies, we offer Regents Prep after school as a support and material is available in Spanish when needed. We also provide targeted small group instruction during SSR to low performing readers. Lastly, teachers provide intervention at lunch and before school as needed for Social and Science. All of our interventions are currently in English. Our ELLs are a targeted subgroup that we examine as a group when we look for trends in our data, within that, this year our group is slightly larger so subgroups by level as determined by the NYSESLAT will also be examined.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
According to the data, our ELLs are making progress at a level comparable to their peers. Each week, Grade Teams meet and look at student work as they plan and develop curriculum. These weekly meetings have provided input as to the growth of all students in our school. Additionally, our high school students Regents performance and credit accumulation data show that our ELLs and FELLs are on track to graduate in four years. Math and ELA department teams meet weekly to examine the effectiveness of instruction at our school as seen in Math and ELA test scores (including looking at ELLs). Lastly, ELL students without special needs are making progress on the NYSESLAT
12. What new programs or improvements will be considered for the upcoming school year?  
We considered a program for beginning level ELLs, but we did not receive any. Our population remains low (less than 3%) Currently, our focus on improving is in all areas being that we are a growing school. Every summer, teachers meet for a week (Expeditionary Planning Week) to plan curriculum for the year. Each year, we continue to look for more differentiated (including native language texts where appropriate) to use in our Expeditions. This is an area of improvement to consider for next summer's curriculum work.
13. What programs/services for ELLs will be discontinued and why?  
Our current program is meeting the needs of students. With such a small population, we do not plan to discontinue any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our bilingual parent coordinator works to communicate opportunities to all students for our after school. For our ELLs that are mandated to attend support, Ms. Ramirez speaks directly to families to ensure participation. We offer support services as well as after school activities (ie: yoga, soccer, gardening, etc). Our parent coordinator speaks with all families in Spanish who have additional questions. Last year, 100% of our ELL population participated in an after school activity thus demonstrating our work to ensure equal access. Currently, our ELLs are enrolled in after school support (for students who scored low on last year's exams) in ELA and Math. Students are also enrolled in teams and clubs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Our ESL teacher uses a variety of materials to supplement instruction (ie: Smartboard activities, iReady, texts, bilingual glossaries, buddy systems, etc) in all four core content areas. Our instructional model also encourages a variety of materials to allow students to enter the content through different modalities (ie: differentiated texts, differentiated "kick-off" materials- video, text, etc
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our school only offers ESL. Currently, students can share their writing in the native language when helpful and materials for classes can be provided in their native language, in most cases this is Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
As a middle school/high school, we have different supports and opportunities available to both. Our after school program in the middle school is a support geared towards the skills measured on the state tests. In high school, we offer a Regents Prep course. In middle school, our ELLs participate in SSR support with the ESL teacher where our high school students are provided with more support in science class where materials can be differentiated. We look for opportunities that are developmentally appropriate to engage students in learning and modify the work to ensure that it meets students where they are.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
During the summer, we run a program over two days called "Summer Bridge". During this time, we assess all students in ELA and Math. These baseline assessments help to ensure that we program students correctly and that we offer the appropriate support services. During the year, we meet individually with all students. All ELLs are given the same baselines to determine appropriate placement and supports.
19. What language electives are offered to ELLs?  
Spanish and French.

20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All staff participate in a variety of Professional Development. This work begins in the summer. During this time, all staff is supported in Crew (Advisory) instruction. This support includes helping our staff bridge the move of ELLs from elementary to middle school. Additionally, our teaching staff works with Expeditionary Learning, a model which stressed literacy across the curriculum. Our staff, including the guidance counselor, will participate in more than 7.5 hours of training on differentiation of instruction to support ELLs. We are focusing our PD this year as a school on the Danielson Framework and supporting assessment strategies. During our 7.5 hours, we are working to provide strategies for informal assessing students needs and then using the data to differentiate for students. During our grade team times, our ESL teacher works with teachers to support subgroups. Teachers examine student data to determine growth and strategize for differentiating instruction. One of our school's goals is to support staff in their work to differentiate instruction for students. Staff have the option of both in-house and out-of-house training opportunities. Practices are shared during meetings and student work is examined. This year's PD focuses on assessment. Our ESL teachers are working with her partner teachers to differentiate learning targets as appropriate. Our calendar includes every Wednesday from 2:30 until 3:20 (with two Wednesdays lasting until 4:05 each month). Additionally, we have supported our bilingual social worker with professional development to support students in the transition from middle school to high school. Our counseling team attends professional development meetings with our network (EL) of schools to learn and share best practices (for example: we have borrowed many parts of our college plan from existing EL schools). We also support other staff by sending them to professional development within our district and group of schools.
- What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Our staff have opportunities to visit other EL schools, meet in grade teams, and participate in inquiry groups to support their work in curriculum planning. In the past, we have also sent specific teachers to differentiation professional development. All of the work described in question 1 is directly related to supporting all teachers as they craft learning targets aligned to CCLS. As an Expeditionary Learning school, this work of aligning learning targets to standards is central to the work and all teachers engage in over fifty hours of professional development specific to this work.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
As a 6-12 school, our entire staff works to support all students in their transition from middle school to high school. Our Summer Bridge program is important in supporting students' transition to middle school- and our bilingual social worker works with a group of students. Our PC and guidance department see our district and Affinity Group support as resources.
- Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers meet once a week to plan horizontally for students. These grade level meetings provide a variety of supports to teachers. We keep attendance for all meetings.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our ESL teachers serve as advisors and communicate regularly with families. We have many staff members who can provide translation- our parent coordinator keeps a list of all staff that speak multiple languages.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Our ESL teachers use Jumprope, Gmail, and Drive as systems for leaving comments about the progress of individual students as well as meetings. Our PC coordinates translation services where needed.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Our bilingual social worker works to partner with CBOs to provide support to families (ie: Elmhurst). Additionally, our bilingual parent coordinator delivers a variety of workshops for parents with translation support as appropriate.

5. How do you evaluate the needs of the parents?

Our Parent Coordinator gathers survey and attendance information throughout the year to assess parent needs in the appropriate language.

6. How do your parental involvement activities address the needs of the parents?

Our SLCs are a great example of the high percentage of family involvement- these conferences allow for students to present in their native language. We have almost 100% attendance and translation services for all families are set up.

### D. Additional Information

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

## Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Damon McCord	Principal		1/1/01
Pat Finley	Assistant Principal		1/1/01
Cindy Pacheco	Parent Coordinator		1/1/01
Lauren Kosasa	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Katie Blouse	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **28q167**      School Name: **Metropolitan Expeditionary Learning**  
Superintendent: **Ms. Sarduy**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

As a school, we also send our introductory information to families, vital information on school policies, weekly updates from the Parent Coordinator, and all other important reminders in both Spanish and English- including our Emergency Contact cards. Our Parent Coordinator, who is fluent in Spanish, also goes to Open Houses for new families and coordinates student volunteers that are bilingual to ensure that families gain information to our school from the onset. For those families that do not speak Spanish, our Parent Coordinator reaches out to support those families as needed. Our LES is an important measure in looking at the success of our school in communicating with families. Every year, we assess our population to look for trends in the languages spoken by our families. We look at data on ATS to examine overall numbers of families that speak a language other than English. This year, similar to last year, many languages (23 in total) with 268 families in total listing a language spoken at home other than English. Again, most of these families speak Spanish (over 70%). All of our ELLs but one speak Spanish at home. We have four administrative staff that are bilingual to support families that speak Spanish when they call with questions. We also have a bilingual Social Worker to support families.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We communicate most often in Spanish and English. Our families also communicate in Albanian, Arabic, Bengali, Czech, French, French-Kymer, Haitian Creole, Hebrew, Hindi, Japanese, Mandarin, Philipino, Polish, Portuguese, Punjabi, Romanian, Russian, Serbo-Croatian, Spanish, Twi, Ukranian, and Urdo.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We distribute translations of emergency cards, lunch forms, calendars, and welcome emails. Our Parent Coordinator also works to insure that other important pieces of information are communicated to families. In the fall, we conduct Open Houses in November where we insure that our bilingual Parent Coordinator is present. We hold SLCs twice a year, as well as Curriculum Night where our PC looks for translators. At Orientation in June, families receive introductory materials in Spanish.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school holds a Back to School night in September, Student Led Conferences twice a year, and Presentations of Learning twice a year. We have over 90% attendance at SLCs due to the work of our advisors and Parent Coordinator. Our advisors call home to all families regularly. Our Parent Coordinator creates a list of staff members who can support in translation.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our Parent Coordinator provides translation services at events and over the phone. Most of our families in need of translation service speak Spanish and she is able to provide support. Our District support has been helpful for our Parent Coordinator when she has had questions. She will reach out to the Translation and Interpretation Unit this year when needed. Again, our Parent Coordinator also keeps a list of staff members who can translate. .

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our Parent Coordinator communicates with all staff to plan for SLCs. She pushes in to speak with all Crew Advisors during our PD at the beginning of the year.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our Parent Coordinator has meet with Administration regarding all four of these elements.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school gathers input from parents regularly. We use the Learning Environment Survey and our own surveys to gather information from parents. Administration meets regularly with the Parent Coordinator as part of Attendance Team meetings to discuss systems for supporting students. Lastly, our Parent Coordinator attends Open Houses, SLCs, Curriculum Night and other functions where she is able to gain feedback from parents.