2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 31R063
School Name: MARSH AVENUE SCHOOL FOR EXPEDITIONARY LEARNING
Principal: CARA DE ANGELO
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Marsh Avenue Expeditionary Learning 31R063

BEDS Code: 353100010063

Grades Served: 6,7,8

School Address: 100 Essex Drive Staten Island, NY 10314

School Contact Person: Cara DeAngelo 718-370-6850 718-370-6860

Email Address: cdeangelo@schools.nyc.gov

Principal: Cara DeAngelo

UFT Chapter Leader: Veronica Montanez

Parents’ Association President: Darren Greco

SLT Chairperson: Carrie Gerecitan

Title I Parent Representative (or Parent Advisory Council Chairperson): N/A

Student Representative(s): N/A

CBO Representative: N/A

District Information

Geographical District: 31 Superintendent: Anthony Lodico

Superintendent’s Office Address: 715 Ocean Terrace

Superintendent’s Email Address: ALodico@schools.nyc.gov

Phone Number: 718-420-5657 Fax: 718-420-5657

Field Support Center (FSC)

FSC: Affinity Executive Director: Alexandra Anormaliza
Executive Director’s Office Address: 715 Ocean Terrace Staten Island, NY 10301

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 718-935-5618 Fax: 718-935-5618
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cara DeAngelo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Veronica Montanez</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Darren Greco</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>MaryAlice Scarmato</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Marni Gastman</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Carrie Gerecitano</td>
<td>Member/ UFT</td>
<td></td>
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<tr>
<td>Michelle Johnston</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
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<td>----------------------</td>
</tr>
<tr>
<td>Caitlin Padilla</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Vincent Zaloom</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Laura Zaloom</td>
<td>Member/Parent</td>
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The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td><strong>Our School Mission:</strong></td>
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<tr>
<td>Marsh Avenue Expeditionary Learning School (MAELS) was founded on an understanding and encouragement of the diverse learning needs and styles of all students. We are committed to providing a learning environment which is conducive to developing the unique intellectual, social, physical and emotional potential of each child. An essential component of our vision rests in our belief that we must be responsive to the unique learning style of every child. We believe that all students can learn when instruction is responsive to the variety of intelligences students bring to the</td>
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classroom. The goal of our dedicated faculty is to maximize the learning experience through instruction tailored to each student’s needs. Equal emphasis on character and academics, a caring and dedicated team of teachers in a small setting, “hands-on” instruction, Outward Bound adventure, and Expeditionary Learning give our students the opportunity to move deeper into the curriculum at every level.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

As an expeditionary learning school, we have implemented crew as a structure that puts into practice what our school’s mission and ideology promise: namely, a culture and community of trust, respect, and support for students as they endeavor to grow intellectually, socially, physically, emotionally, and artistically. One of the many measures of a school’s quality is its cohesion. Nowhere is this more evident than in crew, a small group of students assigned to a crew leader when they enter as students in sixth grade. Throughout their three years at MAELS, students remain in the same crew and thereby experience the ups and downs of ’tweenhood together, safely situated in a nurturing and supportive environment that feels like a second family. Crew leaders, who are teachers in the building, serve as each student’s primary academic and emotional support communicating with other teachers and family members, attending events that are important for that child, hosting student-led conferences, and generally devoting themselves to that child’s emotional and academic well-being in ways not frequently encountered in other schools.

Crew meets twice a week and works towards a culminating ritual known as “passages.” This can best be compared to a rite of passage, in that it offers each student the opportunity to review and reflect upon how each year here at MAELS uncovered deeper revelations about the student’s abilities, proclivities, and moral imperatives. Passages are conducted in May and are performed before a panel of teachers, family, and community guests.

It is here in Crew that we first introduced our latest initiative, entitled Habits of Success. Formally acknowledging their own work habits is a new practice at MAELS and promotes a useful way for students to motivate themselves. This initiative is designed to provide opportunities for students to track their progress towards developing individual responsibility, maturity, and integrity. Following its introduction in Crew, this structure migrated to each and every classroom and is visited on a daily basis. Teachers have already worked to embed these principles within their classrooms in an effort to make them truly practicable and therefore habitual. Habits of success focus upon perseverance, commitment to high quality, accountability (“no excuses”) and time management, and development of all four qualities and their application are tracked by teachers and student-practitioners alike. This also aligns to and supports the DOE’s college and career readiness expectations explicitly the “academic and personal behaviors which are the learning habits and skills that support academic readiness and include non-cognitive, socio-emotional qualities that support resiliency, and college/career persistence”.

As a school community one of our school’s biggest strengths is the collaborative learning communities that our teachers and administrative staff have formed over the past few years. Due to our successful teamwork, we have been able to fully align our ELA and Mathematics curriculum and task work to ensure alignment to the Common Core Learning Standards. We have also tailored our content area teaching to incorporate the ELA Common Core Learning Standards and Instructional Shifts. Teachers meet to analyze and utilize data to notice trends in student work and make informed decisions on how to meet the individual needs of our students. As a result our school has made gains in the number of students performing on levels 3 and 4 on the New York State ELA Assessment. Last year 66% of our students met or exceeded standards on the ELA State Exam and 51% met or exceeded standards on the New York State Math Assessment; this number does not include our students who took the algebra regent where 100% of our students passed. In addition our school has made Annual Yearly Progress for all students and sub groups in ELA and Mathematics as determined by New York State.

3. Describe any special student populations and what their specific needs are.
Approximately 23% of MAELS students have IEPs we have paraprofessionals on staff (for health, and mobility,), multiple sections of ICT on a grade, and one 12:1 self contained class per grade, with an enrollment of only 450 students. Students' disabilities include ADHD, emotionally disturbed, hearing impaired, speech impaired, learning disabled, and other health impairments.

4. Identify 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.

The elements of the Framework for Great Schools that we have made the most progress during the 2017-18 school year have been in Rigorous Instruction and in Collaborative Teachers. Those areas will continue to be the areas of focus during the 2018-19 school year.

Every year, we create a Work Plan with Expeditionary Learning. This plan guides the focus of our school wide 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 to establish cycles of teacher inquiry/action research across all of the collaborative teacher groups in the school. We feel this goal, while broad in scope, will contribute to the level of rigorous instruction at our school.
### School Demographics and Accountability Snapshot for 31R063

**School Configuration (2018-19)**
- Grade Configuration: 06.07.08
- Total Enrollment (2017-18): 459
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 10
- # SETSS (ELA): 6
- # Integrated Collaborative Teaching (ELA): 73
- # Special Classes (Math): 10
- # SETSS (Math): 8
- # Integrated Collaborative Teaching (Math): 73

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 5
- # Music: 6
- # Drama: 6
- # Foreign Language: 12
- # Dance: # CTE

**School Composition (2017-18)**
- % Title I Population: 37.0%
- % Attendance Rate: 94.8%
- % Free Lunch: 31.6%
- % Reduced Lunch: 7.0%
- % Limited English Proficient: 1.1%
- % Students with Disabilities: 23.5%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 0.0%
- % Black or African American: 6.5%
- % Hispanic or Latino: 24.2%
- % Asian or Native Hawaiian/Pacific Islander: 8.9%
- % White: 59.0%
- % Multi-Racial: 1.3%

**Years Principal Assigned to School (2018-19)**
- 5.03

**% of Teachers with No Valid Teaching Certificate (2014-15)**
- 0%

**% Teaching Out of Certification (2014-15)**
- 14%

**Average Teacher Absences (2015-16)**
- 5.03

**Overall % of Teachers with No Valid Teaching Certificate (2016-17)**
- 50.7%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- N/A

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 66.2%
- Mathematics Performance at levels 3 & 4: 50.7%

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A

**Student Performance in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Student Performance in Science (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: N/A
- Economically Disadvantaged: N/A

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- American Indian or Alaska Native: N/A
- White: N/A
- Hispanic or Latino: N/A
- Students with Disabilities: 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our 2014-2015 Quality Review data indicates that in indicators 1.1, and 1.2 our school is Well Developed. On our school quality guide we received a score of 87% for Rigorous Instruction. These indicators speak to how our school ensures that students are engaged in rigorous instruction aligned to the Common Core Learning Standards and/or content standards, how our teachers pedagogy is based in a set of coherent beliefs around how students learn, how our assessments of curricula are aligned to the content and are on-going, and how the data from the assessments is utilized. Danielson’s Framework is utilized to give meaningful feedback to teachers so if shifts in instruction are needed they can be made in a timely manner to ensure quality instruction continues. Utilizing data from the New York State exams we continue to shift instruction to meet the diverse needs of our students.

Teachers continually identify each student’s strengths and weaknesses using available data, such as NWEA, Formative/Summative assessments, as well as teacher observations and interactions with students. Teachers use student’s summer assignment as a pre-assessment to identify the skills of their students. The analysis of this comprehensive data is used to propel the instructional process of creating meaningful lessons, grouping of students, student programs, and student placements. Meaningful and immediate shifts were made to the unit plans to meet the needs of the students. School leaders and teachers work collaboratively to ensure the curriculum is aligned to the CCLS. Unit plans are maintained and updated as needed and are kept by the teacher, department lead as well as the principal. School leaders and teachers have clearly defined criteria to ensure that each student meets the rigorous demands for promotion to the next grade. This year, we want to focus on leveraging inquiry cycles to create stronger classroom practices leading to higher quality student work.

One of the components in the Framework for Great Schools is rigorous instruction. We ensure that all students receive rigorous instruction in all content areas and our data proves this. In the testing year 2015-2016 57% of MAELS students were proficient in ELA up 5% from the year prior and out scoring the city average by over 20%. Similarly in mathematics 55% of MAELS students were proficient, up 11% from last year and out performing the city average by about 13%.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 students who performed in the lowest third in the city including general and special education students will improve their performance by 3% as measured by the NYS Tests.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Families</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Families</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018 to June 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Families</td>
<td>September 2018 to March 2019</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>November 2018</td>
<td>Principal, Assistant Principal, Core Collaborative EL, NYCORB</td>
</tr>
</tbody>
</table>

**Professional development will continue to be provided so all teachers recognize that questioning and discussion techniques promote higher leveled thinking in all disciplines. Teachers encourage students to build on each other’s responses to questions by responding either with a comment or a new question. This promotes student discussions. Teachers use open-ended questions based on DOK levels. Teachers will also be provided professional development around success criteria.**

Students will engage in teacher-created CCLS-aligned units of study and tasks that focus on high level thinking skills and discourse. The tasks will ask students to demonstrate their ability to make productive use of knowledge and problem-solving strategies, construct viable arguments and critique the reasoning of others.

Through Expeditionary Learning students are involved in evidence based classroom protocols which focus on gathering and using evidence during discussion. Every teacher is a teacher of literacy and therefore all subject teachers have been trained to utilize these protocols within their classroom to foster cohesive instruction.

Academic intervention services include learning support classes, before school tutoring, after school programs and Saturday Academy will continue to be offered. Students receive instruction in small groups and/or one to one. Research based strategies are consistently implemented and standard based assessments are used assess student progress.

Curriculum Night--Teachers and school staff engage families understanding the learning targets for the year, and strategies to support student’s learning at home.

Department and Grade Team Leads will receive professional development around inquiry cycles. Then lead their respective teams.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be provided workshops starting in September and continuing throughout the year. These workshops include EL model, Mock Expeditions, Mastery Based Grading and others. Our Parent Coordinator will be the liaison between parents and the school, relaying important information home through an email communication system. Resources will also be available via our website.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Department and Grade Team Leaders, Principal, Assistant Principal, Instructional Guide, and School Designer.

Protocols will be provided to teams by Administration, Instructional Guide, or School Designer for use when looking at student work and providing descriptive feedback.

Protocols will be provided to teams by Administration, Instructional Guide, or School Designer for use when peer reviewing colleagues’ lesson plans and unit plans.

Teachers will engage in common planning, Department Team meetings and Grade Team meetings weekly.

Whole staff meets in weekly PD on Monday from 1:55–3:15 pm with focus on instructional strategies based on the Danielson Rubric, Dimensions of Student Achievement, and Attributes of High Quality Work, as well as the sharing of best practices.

Cabinet meets weekly for modeling of protocols and teacher leader capacity professional development.

Support from Expeditionary Learning Education

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<tr>
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</table>

|     | C4E       | 21st Century Grant | SIG       | 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.

We will utilize interim assessments to monitor student progress. These assessments will take place in September, January and May. Students will improve by at least one mastery level by June 2019.

In January, during our Mid-year huddle, we will examine student work to determine if we are on track.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. MAELS will utilize NWEA growth assessments and pre and post assessments created in house in both ELA and Mathematics.

| Part 5c. In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

According to the Online Occurrence Reporting System, during the 2016-2017 school year, MAELS recorded 24 Level 3, and 5 infractions. In 2017-2018 we recorded 21 infractions at those levels. That represents a 12.5% decrease in Level 3,4 and 5 infractions during these two years. According to the Citywide Behavioral Expectations, Level 3 infractions are considered “Disruptive Behavior” and Level 4 infractions are considered “Aggressive or Injurious /Harmful Behavior”

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019 MAELS will see a 20% decrease in the levels 3,4 and 5 infractions compared to the number of incidents, as measured by the 2017-2018 school year OORS reports.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• 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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly DCC meetings and Learning Walks will be conducted by both leadership and faculty to have a better sense of what students are experiencing.</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>Professional Development on TCIS Strategies. Many of our staff members will be trained in TCIS and those members will be the point people to provide professional development to others.</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>Support the development of a peer mediation program</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>PD on assessing Habits and creating common tracking systems Teachers will monitor these trackers.</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>Lesson plans to build positive culture and use of Habits</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>Create focus group of diverse students. Bring together 3 times for conversation over the course of the year.</td>
<td>Staff</td>
<td>September to June</td>
</tr>
<tr>
<td>Cycles of Advance observations (particularly with a focus on components 1a, 1e, 2a, and 2d) ,</td>
<td>Staff</td>
<td>September 2018 to June 2019</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

On the first Parent Teacher Night in September, we will be holding a workshop series for parents, giving them the opportunity to attend at least four during the course of the evening. Topics will include Using Social Media Responsibly, among other things. The Parent Coordinator will also be running parent workshops throughout the year that follow up on these topics.

Part 4 – Budget and Resource Alignment
**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Tax Levy money will be used to fund teacher salaries, per session and per diem.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
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</tr>
</thead>
</table>

**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.

By February 2019, there will be a 10% decrease in the number of suspensions and incidents, as measured by the OORS report for the period of September 2018 to February 2019, compared to the number of suspensions and incidents, as measured by the OORS report for the period of September 2017 to February 2018.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Records from our Online Occurrence Reporting System

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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</table>

Although Crew at MAELS has improved from the 2016-17 to 2017-18 school year, we still view it as an area for growth. In the 2018-19 school year, more work needs to be done to create both horizontal and vertical skills alignment. There is still variability across classrooms and grade levels; some Crews exhibit strong structures and planning (clear documentation), while others (based on walk-through observations) exhibit fewer clear Expeditionary Learning structures and practices. We also see a need to continue our “reinvigoration” of Crew, meaning to intentionally support MAELS staff in embracing Crew as a meaningful opportunity for students’ learning and social-emotional growth. Although the Implementation Review rubric indicates a “4” in Crew, we perceive the need to meet a higher bar - one that emphasizes a) clear Crew planning across grade levels, b) consistency of shared Crew structures and practices, and c) increased student engagement. For us, this starts at the staff level and then transfers from staff to student.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, as a result of all collaborative teacher teams’ planning unit and daily lesson plans to include multiple entry points and appropriate differentiated scaffolds and extensions for all learners, at least 80% of teachers will receive end of year Advance MOTP ratings of Effective or Highly Effective in components 1a, 1e and 3c, 2a, 2d, as measured by end of year Advance MOTP ratings.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September to June</td>
<td>IG, School Designer, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Professional development sessions will be designed to prepare Crew Advisors to support students and empower them to lead crew, releasing responsibility.</td>
<td>Teachers</td>
<td>September to June</td>
</tr>
<tr>
<td>Professional development sessions will be designed to assist Crew Advisors in supporting the social and emotional and development. Teachers will visit other NYCo schools to share best practices around Crew. The School Designer will support this work and share resources with the Team Leaders, as well.</td>
<td>Teachers</td>
<td>September to June</td>
</tr>
<tr>
<td>Advance cycles of observation, learning walks, weekly meetings, etc. as well as other systems the school will utilize to ensure implementation of the action plan.</td>
<td>Teachers</td>
<td>September to June</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Parent Coordinator will be the liaison between parents and the school, relaying important information home through an email communication system.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Per Diem for Crew Team Leaders to inter visit at other EL schools
- Per Diem for Crew Team Leaders to continue their mapping efforts begun in the 2014-15 school year
- Per Session for meetings
- FSF funds to purchase supplies
- Common Planning during Circular 6 time for Crew teams to meet as well as cooperating teachers

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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</thead>
</table>
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.

By February 2019, as a result of all collaborative teacher teams’ planning unit and daily lesson plans to include multiple entry points and appropriate differentiated scaffolds and extensions for all learners, at least 80% of teachers will receive at least 2 MOTP ratings of Effective or Highly Effective in components 1a, 1e and 3c, 2a, 2d, as measured by Advance observation reports between September 2018 and February 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Learning Environment Survey, Implementation Review scores, Crew maps

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and</td>
<td>Indicate the data trends, source and year.</td>
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<tr>
<td>action plan for this Framework element?</td>
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When the schedule changed for the 2014-15 school year, department team meetings went from happening weekly to happening monthly, significantly impacting the inquiry work that in which teachers were engaged. In the 2013-14 school year, teachers actively engaged in department inquiry work, designing a question, researched strategies, employed those strategies, and then analyzed student work to see if the strategies had an impact on student achievement. In 2014-15 we implemented grade teams that met once a month. With the new schedule that teachers have agreed to for the 2016-17 school year, teachers will meet weekly with their departments and grades and will be able to engage in this work more frequently. The School Quality Snapshot indicates that teachers feel "good" about how well they work with each other.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teachers will engage in at least four cycles of inquiry work at the department team level, by analyzing item analysis data from the 2018 State Exams Exams, designing an inquiry question, creating an action plan, implementing the plan, and then analyzing student achievement results.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Support Department, Grade and Crew Team Leaders in supporting and leading inquiry work, analyzing data, and facilitating team meetings</th>
<th>Department, Grade and Crew Team leaders</th>
<th>September to June</th>
<th>IG, School Designer, Principal, Assistant Principal</th>
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<tbody>
<tr>
<td>Engage Cabinet members in planning and implementing weekly professional development sessions.</td>
<td>Department, Grade and Crew Team leaders</td>
<td>September to June</td>
<td>IG, School Designer, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Engage in inquiry work at the Department and Crew team level; identifying an inquiry question, researching strategies, implementing those strategies, looking at student work, analyzing the effectiveness of the strategies.</td>
<td>Teachers</td>
<td>September to June</td>
<td>Teachers, Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Our Parent Coordinator will be the liaison between parents and the school, relaying important information home through an email communication system.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Protocols will be provided to teams by Administration or School Designer for use when looking at student work
- Protocols will be provided to teams by Administration or School Designer for use when engaging in inquiry
- Scheduled time during teacher programs for Department and Crew Team meetings
- Per Diem and per session for leads to engage in this work

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>
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.

By February 2019, at least 80% of all teachers will receive at least 2 MOTP ratings of Effective or Highly Effective in Danielson Framework for Teaching components 1a and 1e (include the components that you want to focus on and that appear in the annual goal), as measured by Advance observation reports between September 2018 and February 2019.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Inquiry Cycle Portfolios provided by Department Team Leaders that has evidence of student work, use of a LASW protocol, action plans based on the da

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The average attendance at monthly PTA meetings is 10-12 people. In the Learning Environment Survey, parents are satisfied with the education their children are receiving, the attentiveness of the staff, and the safety of their children. During the 2017-18 school year, the PTA tried to incorporate guest speakers, drug awareness workshops, and other events to attract parents to its meetings, but many parents still do not attend. Although these meetings are advertised via daily announcements, flyers, email, School Messenger, the school’s website and Facebook pages, the outreach does not have the intended effect of increasing parental engagement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, we will see an increase of 5% at PTA meetings.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

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<tr>
<td>Families Students Staff</td>
<td>September through June</td>
<td>Principal, Assistant Principal, Parent Coordinator, PTA Executive Board, Community Based Organizations, Teachers, Support Staff</td>
</tr>
<tr>
<td>Families Students Staff</td>
<td>September through June</td>
<td>Principal, Assistant Principal, Parent Coordinator, , Teachers, Support Staff</td>
</tr>
<tr>
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<td>September through June</td>
<td>Principal, Assistant Principal, Parent Coordinator, , Teachers, Support Staff</td>
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Monthly workshops are planned for parents. These workshops may include, but are not limited to, areas such as: bullying, reading support, on-line student data reporting and data interpretation and analysis, etc. The Parent Coordinator will seek and collaborate with experts from our partnering Community Based Organizations or additional organizations to assist with the planning and facilitation of these parent workshops. Family Fun Nights are planned in conjunction with the School’s Leadership Team to encourage and improve parental involvement.

The school will continue to publish a bi-monthly newsletter in order to inform parents of units of study taught within the curriculum on all grade levels; upcoming events including workshops and school functions. Each grade level will also make a grade specific newsletter detailing grade level expectations and units of study. We will continue to use eChalk as the platform for the school’s website which contains relevant information concerning the school’s curriculum and other relevant information. Our school’s webmaster will be responsible for updating the school’s website and publishing our school newsletter. All school notices and other communications are uploaded onto this website for immediate access, weekly emails and phone calls will be made using School Messenger, to inform parents of school events and programs available.

MAELS will hold Caught being good and Student of the Month celebrations immediately following PTA meetings.

MAELS PTA will "go live" on Facebook during the meeting and take questions and concerns from the comment section. These members will not be allowed to vote or make motions.

### 3b – Parent and Family Engagement
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

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<tbody>
<tr>
<td>N/A</td>
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</table>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent Involvement Money will be utilized to support our Family Fun Nights

Per session for teachers to design workshops around the Common Core Learning Standards for Parents.

The Parent Coordinator will affiliate with community-based organizations that provide free workshops and presentations for parents.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</tbody>
</table>

**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.

Attendance records from PTA meetings

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

In February 2019, review PTA attendance records to determine progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students are identified as at risk students based on classroom data, state scores, classroom assessments, and by the classroom teacher.</td>
<td>● Read180 &lt;br&gt; ● Scaffolds &lt;br&gt; ● Repeated readings &lt;br&gt; ● Best practices &lt;br&gt; ● Guided Reading</td>
<td>● Small Group &lt;br&gt; ● 1:1 &lt;br&gt; ● Peer Tutoring</td>
<td>● School day &lt;br&gt; ● Afterschool &lt;br&gt; ● Saturday</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students are identified as at risk students based on classroom data, state scores, classroom assessments, and by the classroom teacher.</td>
<td>● Guided math instruction &lt;br&gt; ● EngageNy &lt;br&gt; ● NWEA Conacademy Best Practices</td>
<td>● Small group &lt;br&gt; ● 1:1 &lt;br&gt; ● Peer tutoring</td>
<td>● School day &lt;br&gt; ● Afterschool &lt;br&gt; ● Saturday</td>
</tr>
<tr>
<td>Science</td>
<td>Students are identified as at risk students based on classroom data, state scores, classroom assessments, and by the classroom teacher.</td>
<td>Students reinforce science, grade specific content topics during after school program which is reading and writing in the content areas through paired</td>
<td>● Small group &lt;br&gt; ● 1:1 &lt;br&gt; ● Peer tutoring</td>
<td>School day</td>
</tr>
</tbody>
</table>

*NYSED’s memo*
| **Social Studies** | Students are identified as at risk students based on classroom data, state scores, classroom assessments, and by the classroom teacher. | Students reinforce social studies, grade specific content topics during after school program which is reading and writing in the content areas through paired fiction/non-fiction passages | • Small group  
• 1:1  
• Peer tutoring | School day |

| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Students are identified by Teacher recommendations, Low inference observations, parent concerns and incidents | • At risk counseling  
• Peer mediation  
• Planning with families in crisis  
• Attendance monitoring  
• Middle school advisory  
• Crisis intervention and follow up  
• Trust building activities and games  
• Social skills training  
• Character building  
• Coping strategies  
• Anger management skills  
• Self-esteem strategies | Small group and one to one decisions are made on an individual basis | Before, during and after school |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|  |  |

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>9</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We provide our STH with uniforms, supplies and other educational resources.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | X | Non-Title I |

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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

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).

N/A
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.).

N/A

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.

N/A

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 codes1. 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 consolidated2. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Column A Verify with an (X) | Column B Section Reference(s)

1Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement Policy**

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. Marsh Avenue School for Expeditionary Learning, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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.

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**Support for Parents and Family Members of Title I Students**

MAELS 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;

---

**Parental Involvement and School Quality**

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in
the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;

● 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;

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
<tr>
<td>● holding an annual Title I Parent Curriculum Conference;</td>
</tr>
<tr>
<td>● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;</td>
</tr>
<tr>
<td>● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;</td>
</tr>
<tr>
<td>● supporting or hosting Family Day events;</td>
</tr>
<tr>
<td>● establishing a Parent Resource Center/Area or lending library; instructional materials for parents;</td>
</tr>
<tr>
<td>● encouraging more parents to become trained school volunteers;</td>
</tr>
<tr>
<td>● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;</td>
</tr>
<tr>
<td>● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</td>
</tr>
<tr>
<td>● 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAELS, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I. School Responsibilities: High Quality Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all children achieve State Standards on assessments by:</td>
</tr>
<tr>
<td>● using academic learning time efficiently;</td>
</tr>
</tbody>
</table>
- 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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
<tr>
<td>● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;</td>
</tr>
<tr>
<td>● 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);</td>
</tr>
<tr>
<td>● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;</td>
</tr>
<tr>
<td>● supporting parental involvement activities as requested by parents;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Parent/Guardian Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● check and assist my child in completing homework tasks, when necessary;</td>
</tr>
<tr>
<td>● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);</td>
</tr>
<tr>
<td>● set limits to the amount of time my child watches television or plays video games;</td>
</tr>
<tr>
<td>● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;</td>
</tr>
<tr>
<td>● encourage my child to follow school rules and regulations and discuss this Compact with my child;</td>
</tr>
<tr>
<td>● volunteer in my child’s school or assist from my home as time permits;</td>
</tr>
<tr>
<td>● participate, as appropriate, in the decisions relating to my child’s education;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● respond to surveys, feedback forms and notices when requested;</td>
</tr>
</tbody>
</table>
● 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.
**PART I: SCHOOL ELL PROFILE**

**A. SCHOOL INFORMATION**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>063</td>
</tr>
</tbody>
</table>

School Name: Marsh Avenue Expeditionary Learning

**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**: Cara DeAngelo
- **Assistant Principal**: TinaMarie Marra
- **Coach**: type here
- **School Counselor**: Marni Gastman
- **ENL (English as a New Language)/Bilingual Teacher**: Nancy Ferraro
- **Teacher/Subject Area**: Carrie Gerecitano
- **ELA/Music**: type here
- **Teacher/Subject Area**: type here
- **Parent**: Darren Greco
- **Parent Coordinator**: Sue Rolnick
- **Related-Service Provider**: type here
- **Field Support Center Staff Member**: type here
- **Superintendent**: type here
- **Other (Name and Title)**: type here

**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: 1
- Number of certified bilingual teachers not currently teaching in a bilingual program: 0
- Number of teachers who hold both content area/common branch and TESOL certification: 0
- Number of certified bilingual teachers currently teaching in a bilingual program: 0
- Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12): 0
- Number of teachers who hold both a bilingual extension and TESOL certification: 0
- Number of certified ENL teachers not currently teaching in the ENL program: 0
- 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): 0
- Number of special education teachers with bilingual extensions: 0

**D. STUDENT DEMOGRAPHICS**
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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<tbody>
<tr>
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<td>Total</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

Students are assessed using a computer based program that identifies their Lexile Level. The insights that the data provides to us allows us to create flexible groups according to students levels. The ELL student received a level 1 on last years NYS ELA state test and is reading 2 years behind grade level. This information allows our teachers to adequately plan for differentiated learning. During the school year we use pre and post assessments, reading inventories and performance tasks to assess our students for reading comprehension. In addition, after each unit of study students take a post assessment and reteach items that students were not proficient in. The data shows that our ELL student is reading below grade level and need additional support in reading comprehension. This data has helped our school by differentiating instruction in our ELA classes. Students are reading books that are leveled and teachers are supporting these students by conducting guided reading lessons on a daily basis. According to our NYSESLAT results, most of our students are at advanced levels in proficiency. These Instructional
decisions are based on individual student need as shown through our data. Teachers use the data to modify their curriculum by differentiating their units based on the needs in their class. English Language Learners in the Advanced range of proficiency, as well as former ELLs and English Proficient students, are grouped according to independent reading levels. Small-group reading instruction is then provided to the students using texts within students’ instructional reading level. Additionally, all teachers utilize students’ reading levels to provide leveled content-area texts within content-area instruction.

2. What structures do you have in place to support this effort?
An ESL teacher was hired two days a week to provide support both in the classroom and as a pull out group service.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
The administration along with the faculty look at the data and plan, assess and adjust accordingly. We use protocols for looking at student data during our Core Instructional Team meetings, and Collaborative Inquiry Team meetings. Workshops are held to show teachers how to embed the academic language development in sensory context by using visual and auditory aids, and manipulatives, to make the academic language engaging and accessible. Feedback from these workshops is used to plan additional professional learning opportunities for our teachers. We evaluate the success of our program based on the following factors: NYSESLAT scores, the performance and progress on the NYS ELA Exam. We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes a Fountas-Pinnell leveled reading assessment at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled reading program. Students’ improved reading proficiency as measured by these assessments is one way in which we evaluate the success of the programs provided to ELLs. Additionally, we examine students outcomes as measured by the NYS Math, ELA and Science tests specific to the ELL subgroup. We consider the percentage of students who demonstrate exemplary proficiency gains each year and use those results to better focus our efforts in supporting ELL students’ learning. Finally, we analyze the results of the NYSESLAT examination each year to identify the percentage of students demonstrating proficiency and those who demonstrate at least one level of improvement.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers present the data at grade team meetings and determine the best way to support the student(s).

5. How does your school use 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.] Not applicable, we are a grade 6-8 school.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
A review of the existing data indicates that ELL’s are scoring well on the Listening and Speaking portion of the NYSESLAT. However, the performance gains are slow in the Reading and Writing portion. This information allows our teachers to adequately plan for differentiated learning. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Teachers present the data at grade team meetings and determine the best way to support the student(s).
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.
      Instruction is delivered through an integrated push-in model.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      N/A

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 mandated # of instructional periods/minutes is provided according to the advanced proficiency level of the students by a certified ENL teacher. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support. Students who enter NYSESLAT results within the entering proficiency will receive 360 ENL minutes with 180 minutes as standalone and 180 minutes integrated with ELA. Students who received NYSESLAT results in the Emerging proficiency will receive 360 minutes ENL minutes with 90 minutes as standalone, 180 integrated with ELA and 90 in other content areas. Students who received NYSESLAT results in the Transitional or Expanding will receive 180 minutes of ENL with 90 minutes in ELA and 90 minutes in content area. Students who received a Commanding results will receive 90 minutes of ENL these minutes will be in ELA and content areas.

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.
   To enrich language development, teachers differentiate the readings to ensure that readings are leveled and appropriate to the skill level of the student. Lessons are scaffolded to ensure that we move students along a continuum. English Language Arts, Social Studies, Science, Mathematics, and the Arts are provided in English with ESL support. Methods include explicit vocabulary instruction within the content areas, use of annotated supports and visual models, implementation of technological resources for presentation and response, and multiple methods of response when appropriate. Further, teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in the native language when appropriate. Curriculum in Math, Science, Social Studies, and ELA are aligned with the CCLS and are collaboratively created by teachers. Teachers in Math, Science, Social Studies, and ELA utilize SmartBoard technology.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   Each year, the home language survey provides us with information about how to evaluate students in their native language. The school assessment coordinator ensure that the proper ordering of tests occurs.

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

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

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

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

Currently we have one long term ELL. Our plan includes a more personalized instructional plan. Students would be given additional time on tasks and a more intense program consisting of no more than 3-5 students in order to help these students obtain English Language Proficiency. We utilize small group instruction and modified graphic organizers, classwork assignments, and homework assignments are utilized to address the needs. Students are also provided with appropriately modified guided notes supports, glossaries, and vocabulary instruction which appropriately address the needs of students within the Advanced proficiency.

Former ELLs receive testing accommodations, such as time and half and separate location. Moreover, former ELLs are further supported through an ongoing collaboration between ENL providers and classroom teachers which includes common planning time, cultural responsiveness and continued implementation of ENL strategies for 90 minutes per week.

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

Small-group instruction and student-specific scaffolding, as well as modeling and graphic organizers, are utilized to provide ELL-SWD students with access to the grade-level curriculum. In Social Studies and Science teachers provide content-area texts which are aligned to students’ instructional reading levels in order to accelerate students’ English language development but which also reflect the grade-level concepts being learned. Teachers strategically identify the core concepts required in each content area to leverage improved student outcomes and scaffold students’ assessments and learning tasks in alignment with these decisions. Additionally, all teachers identify content-specific vocabulary and explicitly teach these target words within instruction in addition to content-area concepts.

7. 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?

The needs of our ELL’s with disabilities are met in the general education environment, which is our LRE. ELLs identified as Special Education Students with special needs are in general education classrooms, Integrated Co-teaching classrooms as well as self-contained classroom. Our school utilizes students’ IEP recommendations, as well as NYS Exam data and content-area diagnostic assessments in order to ensure that students are placed in classroom environments which meet their diverse learning needs. In addition to the use of small- Our school recognizes the importance of flexible programming and uses the full continuum of special education services to meet students needs in the least restrictive environment. SWDs that are in an integrated co-teaching classroom are scheduled to receive push in services.
8. 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.

The language needs of ELL students inform instruction across all content areas in several ways. In order to enhance listening, reading, and writing skills, all students identified as ELLs participate in small group literacy intervention. The literacy intervention focuses on differentiating instruction to meet students’ comprehension needs at their instructional reading level. ELLs in need of intensive Mathematics intervention participate in additional small-group enrichment during both extended day and after school programs. Targeted intervention programs include small group instruction in all content areas, push-in support by a content area teacher in all classrooms, before/after school individualized and small group tutoring, and Saturday academy.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
We are not considering any new programs for the upcoming school year.

10. If you had a bilingual program, what was the reason you closed it?
We are not considering discontinuing any services/programs at this time.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs receive equal treatment and resources to the general population of our school. All ELLs participate in a comprehensive visual and performing Arts program which is provided within the regular instructional program. All after school clubs, music, art, shows, plays, and extended day instruction are open to the complete academic community. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home Language support is provided in the form of paired peers whenever necessary. The use of technology, recordings, bilingual dictionaries and text also supports ELL instruction.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Additional resources may include but not limited to headphones, native language dictionaries and texts.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

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

16. 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).

Emphasis is placed on creating a positive home and school partnership. Communication is provided in the students’ native language to enhance involvement in school wide activities. ELLs have the support of all school staff members. The parent coordinator provides information to the the parents of ELLs. We offer parent workshops for newly enrolled ELLs prior to the beginning of school. We are also hold a "meet and greet" for the students and their parents. We schedule these activities in the last week of June and/or late August.

17. What language electives are offered to ELLs?
All ELLs receive Spanish in grades 7 and 8.
18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   We currently do not offer a dual language program.

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**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) 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 Professional Development plan is driven by collective and individual teacher need. It was created with the intent to provide teachers with a cycle of continuous improvement in order to meet the needs of all our teachers. Teachers have been divided into three cohorts depending upon their level of implementation of differentiated instruction. These cohorts were created to move teachers along a continuum of growth to improve their practice which in turn impacts student achievement.

   In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon strategies to support ELLs in language acquisition across content areas. Instructional staff use multiple resources, including Building Academic Vocabulary by John Marzano and Classroom Instruction That Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. All staff participate in professional development every Monday during the school year. Professional development is provided by school leaders and teacher leaders focusing upon: strategies for providing differentiated instruction which meets the needs of ELLs, Common Core Learning Standards, and strategies for supporting students in acquisition of academic vocabulary and improved reading comprehension, as well as the use of data to inform instruction.

   Professional development focuses upon: strategies for providing differentiated instruction which meets the needs of ELLs, Common Core Learning Standards, Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ESL teacher, content area teachers, guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language need.

   Our PD model enables teachers to gain knowledge and expertise in DI strategies to teach ALL students.

   • New teachers receive explicit guidance and support in best practices that have proven to increase student achievement. • Experienced teachers have opportunities to facilitate professional development specific to their strengths and also act as mentors or coaches for new and/or struggling teachers.

   • Expert teachers are part of the instructional leadership team and play an integral part in the professional development at the inquiry and departmental level.

   • Peer observations within and across content areas empower teachers to refine their pedagogy. In addition, this also sets the stage for teachers to have structured dialogue about effective practice.

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

   With respect to Jose P., records of staff members’ participation in ESL professional development is maintained in the school professional development record.

   Professional Development Program: Curricular/Pedagogical:
• Carefully timed Workshop Model across disciplines.
• Differentiated Instructional strategies which maximizes each area of the Workshop Model, including pre-assessments, flexible grouping, levels of questioning, small group instruction, tiered instruction, choice activities leading to choice products and Curriculum Compacting Classroom Environment/culture We believe that the consistency in the systems and structures we have in place for our students set the tone and high expectations for learning at our school.
• Structures in place for consistent use of Workshop Model and Accountable Talk create and support high expectations for student behavior and discourse through the use of Costa’s levels of questioning.
• Celebrated student work with purposeful and meaningful feedback.
• Display and implementation of school’s character traits; courage, collaboration, compassion, and tolerance. Assessments: We believe that all students can learn if we use data to tailor out instruction to meet the needs of all our students. Differentiated instruction drives our approach to teaching and is an expectation that can be witnessed across all content areas on a daily basis.
• Consistent use of summative and formative data to inform instruction Examples: entrance and exit cards, pre-assessment, unit assessment, writing, conference notes, use of self, peer & teacher rubrics.
• Use of pre and post tests to determine mastery.
• Re-teach clinics and expert fairs
• Student Assessment Notebook (SAN) are a living, breathing document that captures the individual process of learning. Students reflect on their progress toward mastery of the learning targets which is tied directly to their content curriculum maps.

2. 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.
ENL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ENL teachers, administrators and secretaries consult with parents, teachers and students on issues related to transitioning to middle school. The guidance counselor, social worker and psychologist support the social aspects of coming into a new country or new school. ENL teachers and the parent coordinator also provide information to parents, teachers and other school staff about ENL programs in middle schools, exam information, the general transition period and creating support networks in their new school. ENL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child’s future. Moreover, we send translated middle school fliers; middle school application information in the parents’ native language.
Several professional development sessions (7.5 mandated hours for general education staff as well 10 hours for special education staff) are scheduled with the entire school staff which includes Parent coordinator, Secretaries, Para- Professionals, related service providers, social worker and school psychologist, general education and special education teachers. under the direction of the ELL instructor and professional development team.
## 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?

   ENL teachers will provide annual individual meetings with parent of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas on Tuesday afternoons during out parent outreach allocated time. We utilize in house staff to speak to parents in their native language or outside interpreters.

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

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

## 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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Cara De Angelo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<th>Title</th>
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<tr>
<td>Cara DeAngelo</td>
<td>Principal</td>
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<tr>
<td>TinaMarie Marra</td>
<td>Assistant Principal</td>
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<td>Sue Rolnick</td>
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<td>9/20/17</td>
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<td>Nancy Ferraro</td>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Darren Greco</td>
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<tr>
<td>Marni Gastman</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 31R063  School Name: Marsh Avenue Expeditinary Learning  Superintendent: Anthony Lodico

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   We gather data from the classroom teachers and the Home Language Identification Survey to determine the need for translation of materials or interpretation. All written communications between the school and students’ homes are provided in both languages as a matter of school protocol. All school functions, such as Open School Night, graduation, and other celebrations are conducted with translators.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
Our school has found that many of our translation and interpretation needs are for communication between the teachers and the parents.

Where most of the DOE forms are available in every language, teacher notes and conversation are not as easily or quickly translated or interpreted. We fulfill all our school’s written translation and oral interpretation needs using the resources present in our staff or by utilizing the DOE’s translation unit. Bilingual staff members facilitate meetings between parents and teachers in order to ensure that all translation needs are met. Bilingual members of staff also support English-dominant staff members in translating notices and letters to parents to ensure all materials are provided in students’ language of preference. Based on the minutes of Parent Association meetings and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications. These findings come from atas as well as surveying teachers and parents.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every year the following documents will be translated two weeks prior to the actual date:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent teacher conferences, after school program, meet the teacher night, notification of upcoming assessments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to meet the needs of oral interpretation, we have looked to the Translation and Interpretation Unit of the NYC DOE. We also draw upon the resources which are currently available in our school. These resources include teachers and other staff members who are fluent in the language needed to be interpreted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our school will hold a parent workshop to advise parents of the language assistance we provide.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our school will issue a parent survey in order to gather feedback from them on the quality and availability of translation services. Information gathered from this survey will inform improvements if necessary.