



GAYNOR McCOWN EXPEDITIONARY LEARNING SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31R064

ADDRESS: 100 ESSEX DRIVE, STATEN ISLAND, NY 10314

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R064 **SCHOOL NAME:** Gaynor McCown Expeditionary Learning School

SCHOOL ADDRESS: 100 Essex Drive, Staten Island, NY 10314

SCHOOL TELEPHONE: (718) 370-6950 **FAX:** (718) 370-6960

SCHOOL CONTACT PERSON: Traci B. Frey **EMAIL ADDRESS:** tfrey@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sara Cohen

PRINCIPAL: Traci B. Frey

UFT CHAPTER LEADER: Bruce Gleitman

PARENTS' ASSOCIATION PRESIDENT: Deborah Fullman

STUDENT REPRESENTATIVE:
(Required for high schools) Elisabeth Fausak; Joshua Asabor

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 411

NETWORK LEADER: Emily Sharrock

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Traci B. Frey	*Principal or Designee	
Bruce Gleitman	*UFT Chapter Chairperson or Designee	
Jennifer Conti	*PA/PTA President or Designated Co-President	
Robert Moumblow	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Joshua Asabor Elisabeth Fausak	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Paula Russo	CBO Representative, if applicable	
Alexander Orloff	Member/Teacher	
Sara Cohen	Member/Teacher	
Deborah Fullman	Member/Parent	
Pamela Rogozin	Member/Parent	
Debra Lauro	Member/Teacher	
Barry Canovas	Member/Parent	
Christina Russo	Member/Teacher	
Michael DeVito	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Gaynor McCown Expeditionary Learning School is a small, safe, academically rigorous learning community that prepares students for success in college and other post-secondary options. We provide a nurturing learning community, supported by peaceful problem solving, students' respect for scholastic excellence, a building of character, and creativity.

Utilizing the Expeditionary Learning model, staff explores with students compelling questions of the real world through a standards-based, interdisciplinary approach that involves in depth. Academic success with an emphasis on teamwork, service and character development, are key components of the McCown school culture. The curriculum is organized around Learning Expeditions and Case Studies; in-depth studies through which students investigate compelling issues and questions from different perspectives. Students engage in field work outside the classroom and learn from experts in their fields of study. Students create high quality products that demonstrate what they have learned in their Expeditions and often share these products with real audiences outside the classroom setting. Character and academics are emphasized. Students meet in daily Crews with advisors to learn how to work together as a team, set and meet academic goals, develop work habits, prepare for college, and engage in adventure/fitness. Students are taught to take responsibility for their own learning. The 9th grade students have an opportunity to go on a week-long camping Outward Bound course designed to build self-confidence and teamwork. Staff uses active teaching methods – modeling and demonstrations, hands on projects, small group work, and independent practice.

The school offers students rigor and engagement. The goal is to prepare all students to meet or exceed New York State Standards and engage them with interesting ideas, questions and projects. It is expected that students will learn and demonstrate good character and learn from their successes and failures.

Our lead partner is New York City Outward Bound which brings expertise and the educational philosophy of its Expeditionary Learning approach. Outward Bound provides a national network that supports teachers, challenges students to do their best work while bringing a sense of adventure and discovery. Real world issues and concerns are connected to learning for students. Character development, teamwork and the development of academic skills necessary for college and beyond are critical to the work of New York City Outward Bound.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Gaynor McCown Expeditionary Learning School								
District:	31	DBN:	31R064	School BEDS Code:	353100011064				
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11		
	K		4		8		12		
	1		5		9	√	Ungraded		
	2		6		10	√			
Enrollment	Attendance - % of days students attended :								
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K		0	0			91.0	TBD		
Kindergarten		0	0	Student Stability - % of Enrollment :					
Grade 1		0	0		2007-08	2008-09	2009-10		
Grade 2		0	0	<i>(As of June 30)</i>		99.2	TBD		
Grade 3		0	0	Poverty Rate - % of Enrollment :					
Grade 4		0	0		2007-08	2008-09	2009-10		
Grade 5		0	0	<i>(As of October 31)</i>		37.8	50.7		
Grade 6		0	0	Students in Temporary Housing - Total Number :					
Grade 7		0	0		2007-08	2008-09	2009-10		
Grade 8		0	0	<i>(As of June 30)</i>		3	TBD		
Grade 9		134	96	Recent Immigrants - Total Number :					
Grade 10		0	105		2007-08	2008-09	2009-10		
Grade 11		0	0	<i>(As of October 31)</i>		4	0		
Grade 12		0	0	Special Education Enrollment:					
Ungraded		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total		134	201	<i>(As of June 30)</i>					
						4	0		
				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes		4	0	Principal Suspensions		40	TBD		
# in Collaborative Team Teaching (CTT) Classes		9	19	Superintendent Suspensions		4	TBD		
Number all others		14	32	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
				CTE Program Participants		0	0		
English Language Learners (ELL) Enrollment:	English Language Learners (ELL) Enrollment:			Number of Staff - Includes all full-time staff:					
<i>(BESIS Survey)</i>	<i>(BESIS Survey)</i>			Early College HS Program Participants		0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes		0	0	Number of Teachers		10	TBD		
# in Dual Lang. Programs		0	0						
# receiving ESL services only		8	3						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		0	0	Number of Administrators and Other Professionals		2	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)		0	TBD	% fully licensed & permanently assigned to this school		100.0	TBD
				% more than 2 years teaching in this school		0.0	TBD
				% more than 5 years teaching anywhere		40.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)		100.0	TBD
American Indian or Alaska Native		0.7	0.5			100.0	TBD
Black or African American		24.6	14.4				
Hispanic or Latino		20.9	17.9				
Asian or Native Hawaiian/Other Pacific Isl.		4.5	5.5				
White		48.5	52.2				
Male		45.5	56.2				
Female		54.5	43.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		√	
Math:				Math:		√	
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Elementary/Middle Level				Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				√	√		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				-	-		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				√	√		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:	NR			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	NR			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	NR			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	NR						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Two major performance trends have been identified: students are entering 9th grade with poor organizational and study skills, and the academic performance of the 9th graders is better than the 10th graders. The current 10th graders outperformed their 11th grade counter parts on the Integrated Algebra, U.S. History and Living Environment Regents exams by a margin of almost 20 percentage points in each subject. After school tutoring was offered four days a week in all academic subjects, regents review sessions were held in January for those students retaking the exam then, and sessions for the June exams were also held this past spring. For the 2009-2010 school year, additional supports were put in place to improve student performance on these exams. Incoming 9th graders were given a diagnostic exam in both English and math to determine the strength of their writing skills, as well as to assist in programming decisions for whether they should be placed into a two term or three term Integrated Algebra class.

One of the greatest accomplishments so far has been an improvement in school tone and culture. With the creation of a student government, students feel empowered to have a say in what goes on socially in the building. They have taken the initiative to organize participation in fundraising walks, suggest extended day enrichment activities, staff the booths at the Hungerford School's carnival, and devise a mentoring program between the 10th and 9th grade Crews, to name a few achievements. They take pride in wearing their uniform, something that last year had been a struggle. This improvement in attitude toward school is bound to impact their academic progress.

The most significant aid to the school's continuous improvement was the addition of the Instructional Guide to the staff this past January. She has helped tremendously in the implementation of Expeditionary Learning teaching strategies and case study planning. The most significant barrier to the school's continuous improvement is the ongoing struggle about how to best serve our special education population, which represents approximately 25% of the student body. Staff are constantly working together with parents and service providers to ensure that student needs are being met, but in a small school environment it is not always possible to provide on-site related services, such as occupational therapy, that students are entitled to receive as part of their IEP. Additional funds need to be provided in order to provide students with resources, like textbooks and workbooks, that are skill level-appropriate and will allow Collaborative Team Teaching teachers the opportunity to better differentiate their lessons. Another barrier to the school's improvement is the attitude toward school and work ethic of the current 11th grade students. Half of the 11th grade students were enrolled in PM school last spring to make up course work from the 9th grade. While participation in this program was helpful, students were still not as successful as they could have been in their 10th grade courses and on their Regents examinations.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **By June 2011, 100% of teachers will administer a Teacher Created Assessment to demonstrate student attainment of at least 85% on the TCA and/or growth of at least 10 points, of student mastery of Learning Targets:**
 - establishment and maintenance of school wide common practices relating to classroom systems/routines/structure
 - establishment of Crew long term learning targets, and use of Crew to reinforce organizational skills, study skills, and interpersonal “respect for all” skills
 - programming of common planning time for grade team meetings and department meetings for inquiry work, dedicated to looking at student work, tracking learning targets to use in standards-based grading and mastery learning.
 - programming students, based on individual need, for extended day tutoring.

2. **By June 2011, the number of students passing the Integrated Algebra Regents Exam will increase by 5% (In 2009-10, 67.6% [73 out of 108] of students received a grade of 55-100; 44.4% [48 out of 108] of students received a grade of 65-100.)**
 - target those students who previously scored between a 50 – 64 on prior administrations and provide them with additional resources and tutoring options
 - offer a three semester Integrated Algebra course to students who have been identified through the use of a diagnostic exam who can use additional support and resources.
 - to provide targeted assistance to those students who have been struggling throughout the year in order to ensure a passing grade on their first attempt at taking the Regents exam in June, 2011

3. **By June 2011, the number of students passing Physical Education courses will increase by 5%. (16% of students fail Physical Education courses, mostly due to unpreparedness)**
 - Hire a second Physical Education teacher to increase the physical education course offerings, tailoring them to student interests.
Develop and implement a more rigorous “unprepared for class” and “medically excused” curriculum and follow up procedure with parents.
 - Create more interdisciplinary opportunities between the physical education course and the core academic courses.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will administer a Teacher Created Assessment to demonstrate student attainment of at least 85% on the TCA and/or growth of at least 10 points, of student mastery of Learning Targets.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Participate in the Teacher Effectiveness Pilot, resulting in monthly walkthroughs, a minimum of two formal observations, the setting of individual teacher goals, revisiting those goals mid year and then again at the end of the year, and the creation and implementation of Teacher Created Assessments. • Work with Talent Coach provided by the Pilot and Principal to develop a Teacher Created Assessment to track student mastery of Learning Targets, using diagnostic data. • Principal will hold a mid year conversation with each teacher to provide an opportunity to use these data points to determine how to support the teacher to achieve student outcome goals • The evaluation rating for every teacher comprised of <ul style="list-style-type: none"> • Framework for Teaching rating • Measures of Student Learning rating for planned TCAs • School-defined Element rating, if available • Clear next steps and development opportunities • Principal will have observation ratings for each teacher on all 9 Danielson components; Teachers will bring at least TWO pieces of student learning data (diagnostic & benchmark) in order to determine the teacher’s progress toward TCA growth and attainment goals; a copy of teacher goals • Participation of staff in Crew Team, Grade Team, and Department Team meetings weekly where they will collaborate on lesson planning, discuss student work, engage in a Critical Friends Network for intervisitation and descriptive feedback, and identify a core group of students on whom to focus. • Purchase of Skedula/Datacation, an online program that tracks character comments, attendance, as well as grades, providing a communication tool that teachers can use to

	<p>contact students, parents and staff. The software also includes a link for parents to log in and access classroom level data for their children, giving them an instant progress report.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>-Funding from New York City Outward Bound, through Gates Foundation and Teaching Commission grants, will enable staff to return to school one week early to map curricula across the disciplines, plan field work for the year, and set norms and structures for school wide shared common practices regarding active pedagogy and student expectations.</p> <ul style="list-style-type: none"> - Teachers will meet weekly in differentiated professional development - Teachers will meet daily during their professional periods for grade team and department team meetings to perform inquiry work related to student outcomes - Teachers will track long term learning targets, and notify both students and parents about student progress via regularly distributed progress reports <p>-Participation in the Teacher Effectiveness Pilot provides professional development for administrative staff, focus groups for Grade Team Leaders, as well as a Talent Management Coach, and reference books.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Meeting minutes and agendas from the various meetings. • Teacher Created Assessment plans, diagnostic exams, TCAs themselves, scoring rubrics • Teacher goal logs • Scholarship data • Intervention logs from teachers that are submitted monthly. • Data culled from the Datacation program, reflecting teacher updates, attendance taken, grades. • Establishment of curriculum maps and plans in each discipline area for each course

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students passing the Integrated Algebra Regents Exam by 5% (In 2009-10, 67.6% [73 out of 108] of students received a grade of 55-100; 44.4% [48 out of 108] of students received a grade of 65-100.)</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Administration will create a three term Integrated Algebra course for students who have been identified as low performing on 8th grade math exam. • Algebra teachers will administer a diagnostic exam to entering 9th graders for placement purposes into either a two or three term Integrated Algebra course. • Send the entire math department (general education and special education teachers) to a three day secondary math institute sponsored by Expeditionary Learning Schools. • Enable math teachers to participate in a professional development series for success on the Integrated Algebra Regents Exam offered by our CFN. • Offer Regents prep tutoring in January 2011 and June 2011 for students taking the Integrated Algebra regents. • Provide inquiry-based, student-centered math instruction in which students will investigate and learn concepts through problem-solving and real world application
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> - Per session for after school review sessions (15 hours/subject) for January 2010 Regents administration - Per session for after school review sessions (15 hours/subject) for June 2010 Regents administration - Per diem to hire substitute teachers when math department teachers attend off-site workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Scholarship data from each marking period will be analyzed to determine student outcomes in the Integrated Algebra classes. • Teachers will implement strategies in the classroom that they learned in professional development sessions and institutes that they attended. • Walkthroughs and observations by the principal will highlight whether student learning is taking place in the classroom.

Subject/Area (where relevant): Physical Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of students passing Physical Education courses will increase by 5%. (16% of students fail Physical Education courses, mostly due to unpreparedness)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - Hire a second Physical Education teacher to increase the physical education course offerings, tailoring them to student interests. - Develop and implement a more rigorous “unprepared for class” and “medically excused” curriculum and follow up procedure with parents. - Create more interdisciplinary opportunities between the physical education course and the core academic courses.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> - Use Fair Student Funding to hire a second physical education teacher.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Increase in number of students earning credit for physical education courses - Decrease in number of students who arrive unprepared for class - Analysis of scholarship reports each marking period to determine if passing percentages have increased.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	10	6	3	3	10	0	2	2
10	12	5	5	5	15	0	2	3
11	1	18	7	4	12	0	4	19
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).	
ELA:	Extended Day small group Small group One on one tutoring	After regular school hours During and after school During and after school
Mathematics:	Extended Day small group Small group One on one tutoring Regents Test Preparation small group	After regular school hours During and after school During and after school During and After school
Science:	Extended Day small group Small group One on one tutoring Regents Test Preparation small group	After regular school hours During and after school During and after school During and After school
Social Studies:	Extended Day small group Small group One on one tutoring Regents Test Preparation small group	After regular school hours During and after school During and after school During and After school
At-risk Services Provided by the Guidance Counselor:	Small group One on one	During and after school During and after school
At-risk Services Provided by the School Psychologist:		
At-risk Services Provided by the Social Worker:	Small group One on one	During school During school
At-risk Health-related Services:		

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 11 Number of Students to be Served: 2 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our school currently has 2 students identified for ELL services. The students have certified English teachers teaching their English class five days a week for 50 minute periods each day. In addition, one of the English teachers, who has attended BETAC professional development sessions, provides additional support for ELL students during extended day. He uses the Empire State NYSESLAT books from Continental Press to provide skill reinforcement to support curriculum goals, promote

success on the exam and assist students with overcoming daily language barriers. Our students are served as per CR Part 154 Regulations and provided the mandated minutes by either the results of the LAB-R or the NYSESLAT scores.

Teachers utilize the Gradual Release of Responsibility model as an instructional practice where the teacher models for students, provides for active engagement of students, small group work, drafting and revising in writing and peer editing. The teacher includes read alouds and guided reading activities to support ELL students, as well as the 6+1 writing strategy. Vocabulary review is also provided.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff participate in QTEL and BETAC professional development opportunities provided by the CFN. Moreover, the CFN liaison for ELL, Umit Serin, conducts one on one workshops with the teacher responsible for providing ESL services to the three students. In house professional development on Differentiated Instruction includes teaching techniques geared to support ELL students. In addition our partnership with NYC Outward Bound includes workshops that involve techniques for teachers of the ELL population in the areas of reading and writing.

Section III. Title III Budget

School: Gaynor McCown Expeditionary Learning School BEDS Code: 353100011064

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$1,247	25 hours of per session for ESL and General Ed teachers to support ELL Students with NYSESLAT and Regents exam preparation: 25 hours x \$49.89 (current teacher per session rate with fringe) = \$1,247.00)
Purchased services - High quality staff and curriculum development contracts.	\$500	Professional development workshop/conference fees for teacher to attend
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	NYSESLAT exam prep workbooks, CDs from Continental Press
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$2,247	



GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL

100 Essex Drive, Staten Island, NY 10314 Phone 718-370-6950 Fax 718-370-6960

TRACI B. FREY, PRINCIPAL

Gaynor McCown ELS 2010-11 Language Allocation Policy

In order to initially identify possible ELL students in our school, we do the following:

- a. Students new to the school and to the country complete the Home Language Identification Survey to determine oral and written skills. The survey is administered by one of the Guidance Counselors. The LAB-R is also administered by the Testing Coordinator.
- b. Guidance staff also preview the Pupil Candidate List to determine ESL students of the incoming 9th grade students, as well as ATS reports that indicate ELL status and number of years of ELL service to students. (Beginners, Intermediate, Advanced)
- c. Students and parents are also interviewed at new student orientation to assess translation needs.

The only program we offer is a Freestanding ESL one, due to both the small ELL population and the resources available at a small school with a small staff. Once students are identified, letters are sent out to parents in both English and the native language informing them about the program. Included in this letter is the teacher's contact information, as well as days and times of ESL classes. The teacher providing this service then follows up with the parent if the student does not attend class.

All targeted ESL instruction is provided during extended day. All three students are in the same class and the teacher differentiates according to need. The teacher focuses on improving writing skills, as well as preparing students for the NYSESLAT exam. According to the results of the most recent NYSESLAT exam, the teacher tailors the skills that he focuses on. For this group, writing was identified as an area that needs concentration. Students are also in an 11th grade English class. The teacher providing direct instruction to the ELL students works closely with the teacher providing the ESL instruction to augment the work being done in the general education class. Teachers in the students' general education classes, which are all taught in English, also work with the students to address literacy, writing and vocabulary deficiencies. Students can work with their content area teachers during their lunch period to target specific areas for improvement or difficulty.

Teachers utilize the Gradual Release of Responsibility model as an instructional practice where the teacher models for students, provides for active engagement of students, small group work, drafting and revising in writing and peer editing. The teacher includes read alouds and guided reading activities to support ELL students, as well as the 6+1 writing strategy. Vocabulary review is also provided. Teachers monitor student success and perform assessments or and for learning and adjust their lessons accordingly.

The ESL teacher participates in QTEL and BETAC professional development opportunities provided by the CFN. Moreover, the CFN liaison for ELL, Umit Serin, conducts one on one workshops with the teacher responsible for providing ESL services to the three students. In house professional development on Differentiated Instruction includes teaching techniques geared to support ELL students. In addition our partnership with NYC Outward Bound includes workshops that involve techniques for teachers of the ELL population in the areas of reading and writing.

All parents are welcome to join the PTA and participate in all parent workshops offered by the Parent Coordinator. The Parent Coordinator sent out a survey to all parents asking what types of workshops they would be interested in attending, and she has planned her workshop schedule for the year based on the survey's results.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

2. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. **Students new to the school and to the country complete HLIS form to determine home language.**
 - b. **Preview PCL (Pupil Candidate List) to determine ESL students of the incoming 9th grade students.**
 - c. **ATS reports that tell # of years of ELL service to students. (Beginners, Intermediate, Advanced) Determine which students may have developed English fluency and can therefore translate.**
 - d. **Interview students and parents to survey translation needs in orientation.**

3. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - a. **We have determined that we need to provide translations in Korean, Spanish and Russian based on the discussion with students and parents and from information obtained on the Blue Card.**
 - b. **ELL Staff informed and then subject area teachers are informed in review of student data.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - a. **Survey our staff to determine who speaks, reads and writes another language including our target languages. They can then offer translation services in house for written notices, etc.**
 - b. **Survey our parents to locate parent volunteers to assist with translations.**
 - c. **Utilize DOE translation services when possible.**
 - d. **Utilize computer translation programs when possible.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
 - a. **Survey our staff to determine who speaks our target languages to provide translation services in house.**
 - b. **Survey our parents to locate parent volunteers to assist with translations.**
 - c. **Utilize DOE translation services when possible.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - **Provide translation services via DOE Translation Services for written materials**
 - **Provide translations via staff and student volunteers**
 - **Post signs in various languages in school where applicable.**

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$98,064	\$6,691	\$104,755
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$981	\$67	\$1,048
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,903	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,806	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with

parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 6. Strategies to increase parental involvement through means such as family literacy services.
 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Gaynor McCown Expeditionary Learning School will review all available data in order to conduct a comprehensive needs assessment of our school. We will use data received from periodic assessments, Regents examinations, student attendance trends, course and subject passing rates, safety on-line reports and surveys from parents and students. This data will be discussed with all representatives of the school community including parents, students and staff. Collectively we will analyze the data and create action plans to address areas of concern. Action plans will be assessed in quarterly intervals and plans will be revised as necessary. School-wide reform strategies include a focus on proven instructional best practices. Teachers will participate in professional development on increasing active engagement in class,

differentiating instruction, on-going assessment, and group learning. We offer increased instructional time through our extended day classes and after school tutoring. We use school funds to reduce class size particularly in math and science classes. Small group counseling and crisis support groups are offered to all students.

To create a culture to high expectations for our students, McCown provides a highly rigorous curriculum with heterogeneously grouped classes. College and career counseling is provided to all students. Our college preparation program includes portfolio development, workshops on goal setting, visits from local college representatives, community service fairs and opportunities. Student work and projects are evaluated by authentic audiences during Presentations of Learning.

All staff are highly qualified and certified for the positions they hold. Staff are regularly given the opportunity to attend training to support school-wide instructional initiatives. Teachers attend workshops offered by the New York City Department of Education, as well as national organizations such as Expeditionary Learning Schools and New York City Outward Bound. New teachers are recruited by the teacher-led hiring committee. Current teachers work with administrators to identify the criteria for eligible candidates. Potential staff attend hiring fairs, on-site group interviews, submit writing samples and conduct demonstration lessons. Parental outreach is conducted through a variety of activities including electronic newsletters from the guidance staff, parent conferences, invitations to student led conferences and academic presentations, as well as school wide performances.

Teachers are included in decision-making around assessments via grade teams and departmental meetings. In all of those meetings teachers are charged with the action planning and implementation. Teachers work collaboratively to identify and support students who are experiencing academic difficulties. Those students are provided with a range of interventions including individual tutoring, team-teaching, and learning style assessment.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school

does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and each program whose funds are used. Indicate page number references where program activity has been described.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$ 82,374	✓	2
Title I, Part A (ARRA)	Federal	✓			\$ 6,624	✓	2
Title II, Part A	Federal			✓	N/A	N/A	
Title III, Part A	Federal			✓	N/A	N/A	
Title IV	Federal			✓	N/A	N/A	
IDEA	Federal	✓			\$ 149,115	✓	2
Tax Levy	Local	✓			\$ 1,641,472	✓	2

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.



GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL

100 Essex Drive, Staten Island, NY 10314 Phone 718-370-6950 Fax 718-370-6960

TRACI B. FREY, PRINCIPAL

TITLE 1 SCHOOL/PARENT COMPACT

Gaynor McCown Expeditionary Learning School and the parents of the students participating in activities, services and programs funded by Title I Part A, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

Gaynor McCown Expeditionary Learning School will:

1. Provide high-quality curriculum and instruction in a supportive, effective and safe learning environment that enables the participating children to meet the State's student academic standards as follows:
 - Assist teachers in accessing, interpreting and implementing data-driven instruction
 - Ensure the integration of technology into all aspects of curricula, aligned to content area, Math & ELA standards
 - Provide professional development to familiarize teachers with newly acquired standards/research-based educational programs
 - Involve the Leadership Team with assisting in involving all parents in the instruction of their child/children.
2. Hold parent teacher and student led conferences two times a year-once in the fall and again in the spring during which time this compact will be discussed as it relates to the individual child's achievement. Opportunities will be provided for additional 1 to 1 conferences as requested by either parents and/or teachers.
3. Provide parents with frequent reports on their child's progress. Specifically, parents can access their children's grades online via the Pupil Path program, which provides classroom level data, attendance, character, and progress toward graduation.
4. Provide parents reasonable access to staff. Parents will have access to administration and teachers by phone, email, written messages and the Parent Coordinator. Opportunities will be provided for additional 1 to 1 conferences as requested by either parents and/or teachers.

Parent Responsibilities

We, as parents, will support our children's learning, such as:

- To become involved in developing, implementing, evaluating and revising the school/parent involvement plan by attending Title I meetings.
- To Monitor their children's:
 - Attendance at school
 - Homework

- Overall academic performance
- To work with their children on schoolwork;
- To be reasonably accessible to teachers and administrators
- Participating as appropriate in decisions relating to my child/children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education in communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I , Part A parent representative on the school's School Leadership Team, the District wide Policy Advisory Council, the State's Committee of Practitioners or any other school advisory or policy groups.
- To reinforce the importance of education
- To support the school's Code of Behavior

Student Responsibilities

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we shall

- Do my homework every day and ask for help when I need it
- Try to reach the academic and/or personal goal I have set for myself
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day

-----TEAR OFF-----

September 2010,

Dear _____

I agree to work with my child to accomplish the goals of the School/Parent compact.

Student Name

Parent Name

Date

Parent Signature

Please return signed slip to your child's Crew Advisor.



**GAYNOR MCCOWN
EXPEDITIONARY LEARNING SCHOOL**

100 Essex Drive, Staten Island, NY 10314 Phone 718-370-6950 Fax 718-370-6960

TRACI B. FREY, PRINCIPAL

**TITLE 1 PARENT INVOLVEMENT POLICY
2010-2011**

PURPOSE

The purpose of the Title I parent involvement program is to encourage the parents of the students receiving Title I services to take an active role in the education of their child/children. Results of education research confirm that student achievement is linked to parent involvement and that achievement increases as the level of parent involvement increases.

GOALS

- a. To inform parents of the criteria necessary for the children to participate in Title I program and the specific instructional objectives and methods used in the Title I program.
- b. Support the efforts of the parents including training to understand program requirements and to work with their children in the home to attain instructional objectives of programs.
- c. To further promote collaboration and communication between home and school so that parents can assist their children in attaining adequate yearly progress.
- d. To provide opportunities for parents to become informed about the program and to consult with parents on an ongoing basis so that they can work with the school to achieve the programs objectives.
- e. To ensure opportunities, to the extent practicable, for the full participation of parents, including those with disabilities who are limited English proficient.
- f. To disseminate information regarding the use of Acuity to allow parents to monitor the progress of their children
- g. To expand academic workshops in our existing parent program

THE SCHOOL WILL MEET LEGISLATIVE MANDATES BY

- a. Developing a written policy, after collaboration with parents, to ensure that parents are involved in planning, design and implementation of the Title I program. This will be available to parents.
- b. Periodic meetings to which all parents will be invited; information about the program will be disseminated during these meetings.
- c. Reporting to parents on their children's progress including conducting parent teacher conferences.
- d. Providing opportunities for voicing parental concerns about the program.

CONSULTATION WITH PARENTS

The school will establish a parent-advisory council in accordance with Title I requirements.

PROGRAM ACTIVITIES

A needs assessment has been done by the school through distribution of a questionnaire to all parents of participating students. To meet these needs, activities will be conducted under the direction of the District Parent Involvement coordinator. Activities will reflect the multi-ethnic, multi-cultural diversity of the student and parent population.

IMPLEMENTING LEGISLATIVE MANDATES OF THE TITLE I PROGRAM by providing opportunities such as participation on advisory councils and curriculum review panels and by rescheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district-wide or school basis during, before or after the regular school day.

PROVIDING OUTREACH SERVICES to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff members may provide translations in parents' native languages and assist in other outreach services.

TRAINING PARENTS To provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, regularly scheduled classes in language acquisition, etc., supporting the instructional program at home, communicating effectively with children, motivating youngsters and building their self-esteem.

DEVELOPING INSTRUCTIONAL RESOURCES for use by parents and parent trainers. These may include handbooks describing Title I programs, skill-building materials which include enrichment skills, learning games and homework helper ideas, and the school community resource information such as Dial-A-Teacher services.

THE PARENT/GUARDIAN AGREES

- To become involved in developing, implementing, evaluating and revising the school/parent involvement plan by attending Title I meetings.
- To Monitor their children's
 - Attendance at school
 - homework
 - Overall academic performance
- To work with their children on schoolwork;
- To be reasonably accessible to teachers and administrators
- Participating as appropriate in decisions relating to my child/children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education in communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate

- Serving, to the extent possible, on policy advisory groups, such as being the Title I , Part A parent representative on the school's School Leadership Team,, the District wide Policy Advisory Council, the State's Committee of Practitioners or any other school advisory or policy groups.
- To reinforce the importance of education
- To support the school's Code of Behavior

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
We only have 1 student identified.
2. Please describe the services you are planning to provide to the STH population.
Law Enforcement Explorers; regular contact with parent; counseling

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Gaynor McCown Expeditionary Learning School					
District:	31	DBN:	31R064	School		353100011064

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			91.0	91.5
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			99.2	98.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			50.7	49.3
Grade 8	0	0	0				
Grade 9	134	96	117				
Grade 10	0	105	107				
Grade 11	0	0	78			3	0
Grade 12	0	0	0				
Ungraded	0	0	0				
Total	134	201	302			4	0

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		99.2	98.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		50.7	49.3

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		3	0

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	4	0	0	Principal Suspensions		40	37
# in Collaborative Team Teaching (CTT) Classes	9	19	37	Superintendent Suspensions		4	6
Number all others	14	32	37				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		0	0
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		10	17
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		2	4
# receiving ESL services only	8	3	TBD	Number of Educational Paraprofessionals		3	6
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	3	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		40.0	41.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		100.0	70.6
American Indian or Alaska Native	0.7	0.5	0.3	% core classes taught by "highly qualified" teachers		100.0	100.0
Black or African American	24.6	14.4	14.6				
Hispanic or Latino	20.9	17.9	19.2				
Asian or Native Hawaiian/Other Pacific	4.5	5.5	6.3				
White	48.5	52.2	59.6				
Male	45.5	56.2	54.6				
Female	54.5	43.8	45.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				-	-	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				v	v	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:	NR		
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the</i>			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the</i>			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:			Quality Statement 5: Monitor and Revise			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 411	District 31	School Number 064	School Name Gaynor McCown EL Sch
Principal Traci Frey		Assistant Principal David Cugini	
Coach Paula Russo		Coach	
Teacher/Subject Area Alexander Orloff/English		Guidance Counselor Tiffany Reingold	
Teacher/Subject Area Christina Russo/English		Parent Jennifer Conti	
Teacher/Subject Area Dorita James/Special Education		Parent Coordinator Diana Leon-Gonzalez	
Related Service Provider		Other	
Network Leader Emily Sharrock		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	305	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.66%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

5

1. When new students are admitted to Gaynor McCown Expeditionary Learning School, one of the guidance counselors and the Principal interview both the parents and the student to determine the language they speak. Once we determine their native language, we conduct the interview in their native language. When we lack the personnel who are qualified to conduct the interview in the parent's language we call the language translation services hotline to have someone conduct the interview in that language. Then, we give them the Home Language Survey (HLIS) in their language. The LAB-R is then administered to those students who are qualified based on HLIS. The Spanish version of the LAB-R is administered to any student whose home language is Spanish. If a student scores at a level that requires him/her for ESL services, we conduct a parent orientation where we show them the video on different ESL programs and answer any questions they might have. Then, we have them complete and sign parent choice forms. Parent choice forms are placed into the students' cumulative record folders, and a copy is also filed with the student's guidance counselor. We also send them entitlement letters. If a parent chooses a program that we do not have because we do not have the required number of students to open up a class, then we share with them the schools that are offering that program and inform them that we will contact them as soon as we open the program in our building.

Every spring, all ELLs are assessed using the NEW YORK STATE ENGLISH AS A SECOND LANGUAGE TEST. The speaking task is conducted by a licensed English teacher, who pulls out students from their classes to individually administer the test. The listening, reading and writing portions are administered during the school day within the time frame set by New York State.

2. As soon as we determine that a student is eligible for ESL services(the process is described above), we then show parents the video that talks about the three different ESL programs. We then clarify any questions parents might have and give parents the parent choice forms to complete and return. Based on the outcome from the HLIS, we either place the student in the Freestanding ESL, or inform parents of the schools that provide the program requested because we currently do not have the number of students to open the requested program.

3. McCown ensures that Entitlement Letters are distributed to families by sending them out by US Postal Services and an additional copy is sent home with each student. Parent survey and program selection forms are given to parents during their initial admittance and are collected back.

4. Identified ELL students participate in our ESL instructional program. LAB-R scores are used to place identified ELLs in the appropriate level of ESL instruction. At the time of admittance, program options are explained to parents in their native language, if necessary. (the full explanation can be found above, in the first answer)

5. For the 2010-2011 school year, parents chose Freestanding ESL program for their children. Currently we have two students that were placed in this program. This has been the trend for our parents

6. The trend at McCown has been freestanding ESL, in alignment with parental choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1			1	1					2
Total	1	0	0	1	1	0	0	0	0	2

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic												1		1
Haitian														0
French														0
Korean												1		1
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	0	2										

Part IV: ELL Programming

A. Programming and Scheduling Information

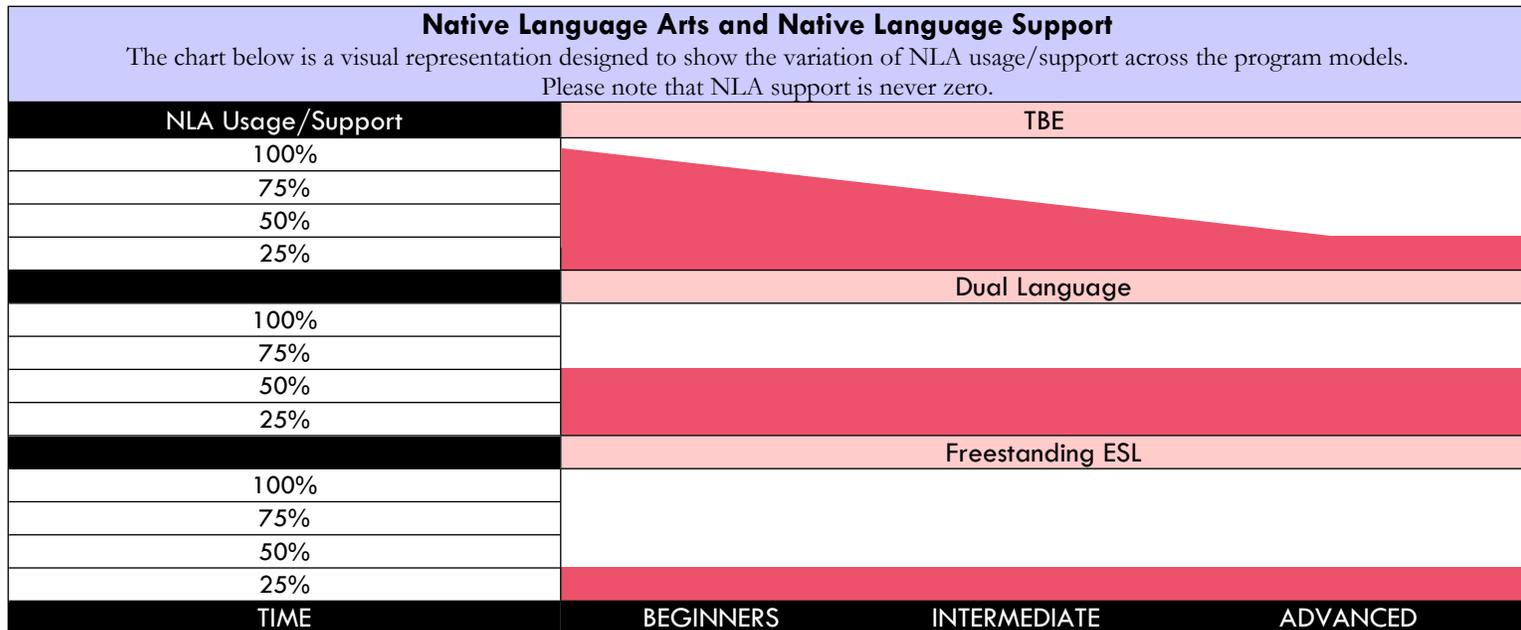
1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. At McCown, the plan is to service students in both a pull out, discrete ESL program, as well as a push in to content areas model. The position is currently posted and will be shared collaboratively with a neighboring high school. Content area classes are heterogeneously grouped, and the students are in an ELA class with a teacher who has received QTEL training.
2. The Gaynor McCown Expeditionary Learning School's schedule allots 245 minutes of instructional time each week for each period of the school day. This is above the required number of minutes by New York State. The plan is to provide 360 minutes of ESL instruction and 250 minutes of stand-alone ELA instruction to all students who score I on the NYSESLAT exam, and 180 minutes of ESL instruction and 250 minutes of stand-alone ELA instruction to all students who score A on the NYSESLAT exam. Every teacher at McCown, regardless of subject taught, is responsible for teaching reading and writing across the curriculum. The ELA teacher who attended QTEL training turnkeyed strategies to the rest of the staff at a professional development session.
3. Content area class instruction is delivered in English, using approaches, like interactive word walls and vocabulary focus, which accelerate English language acquisition. Teachers ask students to textcode articles and reading for understanding, English classes practice the 6+1 Writing protocol, and a vocabulary "word of the week" is announced over the loudspeaker every day, providing the pronunciation, definition and use in a pointing sentence.
4. Currently, there are no SIFE students at McCown. All McCown teachers practice active pedagogy strategies using Fisher and Frey's

Gradual Release of Responsibility model. The Expeditionary Learning model focuses on inquiry based, hands on learning that encourages students to be an active participant in their learning. Teachers will often scaffold learning for the different learning levels in their classes, and will differentiate reading materials to acknowledge the different needs of their students, including English Language Learners. The teacher who currently provides ESL services has attended QTEL workshops. Long term ELLs are supported with tutorial sessions and regents preparation classes. McCown does not currently serve any ELLs with special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. The following intervention programs are offered for ELLs: Regents preparation courses, during and after-school tutoring, including tutoring performed by the Principal, Regents exams provided in two languages (when available), and bilingual glossaries are provided to students for use on Regents exams. Computer programs, like Achieve3000, are also being contemplated for purchase to assist the ELL students. All of the intervention services are offered in English.

6. Continuing transitional support for ELLs reaching proficiency on the NYSESLAT exam is offered with testing accommodations including extended time, bilingual glossaries, and examinations provided in both English and native language when available. Extended day tutoring is available in all content areas to assist transitioning ELLs.

7. Where available, textbooks and Regents review materials will be ordered in the native languages spoken by the students.

8. No programs or services for ELLs are being discontinued.

9. All school programs, including after school sports, drama, newspaper, music, as well as tutoring and Regents review, are available for ELL students to participate. Announcements about school events are made on a daily basis over the loudspeaker, are included in the Parent Newsletter, are distributed by the PTA, and are on the school's website.

10. Textbooks, bilingual glossaries, and workbooks are used to support ELLs in their native language, as are the online resources available at umitserin.com. We are researching whether Achieve3000 can also be purchased to supplement classroom instruction. Each classroom has two desktop computers for student use.

11. Bilingual glossaries, as well as online resources at umitserin.com, are made available for the various content areas.

12. All required service support and resources are age and grade appropriate. Instruction is scaffolded and differentiated, and students have access to the same textbooks.

13. If we encounter ELLs in the entering class, we will, at the beginning of the school year, hold a new parent orientation session on the first day of school in the evening with translation services available. Students will also be enrolled in extended day programs to augment classroom instruction, and introduced to other students in the building who speak the same native language, if available.

14. ELLs are offered the following language course: Spanish.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Weekly grade team and department team meetings are held, as are weekly professional development periods in which staff meet with colleagues to look at student work, establish congruence in various classes, share best practices, and focus on differentiation in the classroom as well as the Gradual Release of Responsibility model of lesson planning and implementation. The CFN's ELL specialist will also provide teachers with professional development about ESL strategies. This LAP document will also be posted on the Professional Development page of the private community section of the school's website for teachers to refer.

2. Both of our ELLs are 11th graders who will be provided with assistance as they prepare to make the transition from high school to college. The College Advisor, as well as their Crew Advisor, is working with them on college choice and possible majors/career paths to pursue.

3. As the school year begins new teachers to the school are scheduled to meet with the principal to introduce the school programs and review strategies for working with ELLs. The CFN's ELL specialist will provide Jose P. training to all staff twice this year, once on the Chancellor's Conference Day in January with a focus on vocabulary, and the second time in April, 2011 with a focus on scaffolding. The Principal will maintain a running record of the number of training hours each teacher receives, and provide teachers with a certificate of completion.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Notices that are sent home with students are translated into different languages, the school's website has the ability to be translated into numerous languages at the click of a button, parents can sign on to PupilPath, an online grade reporting system that keeps parents up to date with their children's progress in class, and the Parent Coordinator sends out monthly newsletters notifying parents of upcoming school events and workshops. Workshops are offered on the following topics for parents, Adolescent Obesity and Eating Disorders in Teenagers, What Your Ninth Grader Needs to Know for College, Financial Aid for College, How to Deal with your Teenager, College Application Process, Organizational Skills for School Success and Preparing for the PSAT and SAT. All events translators are available to assist parents of ELLs with language challenges. Letters are sent home to parents informing them of the availability of translators

2. All parents are invited to all workshops. Among the Community Based Organizations that have provided services or workshops have been the Jewish Board of Family and Children Services, the Richmond County District Attorney's Office, NYS 529 office, New York City Outward Bound, among others.

3. Parents' needs are evaluated through the parent survey. This needs assessment document is distributed by the parent coordinator who assesses parental wishes and requests. This information is used to plan and organize workshops which best meet the needs of our population.

4. Based on the results of the parent survey administered by the Parent Coordinator, parent workshops are conducted to provide parents/guardians with information and material to assist in guiding their children. Students and families are referred to appropriate outside agencies by the Guidance Counselor and Parent Coordinator.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int Alg</u>	2		2	
Math <u>Geometry</u>	2		2	
Biology				
Chemistry	2		0	
Earth Science				
Living Environment	1	1	1	1
Physics				
Global History and Geography				
US History and Government	1	1	0	1
Foreign Language				
Other <u>Alg2 Trig</u>	1		0	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1 Acuity ITAs as well as Regents Predictive exams are used to assess the skills of our ELLs, in addition to the NYSESLAT. As the data reflects, both of our ELLs are juniors who are placed at the intermediate and proficient levels of proficiency. The LAB-R will be used for placement purposes upon admission to McCown.

2 & 3. Across all grades, students showed the highest scores in the listening and speaking modalities of the NYSESLAT. Their reading scores showed a variation among individual students. Both students showed the highest need for the development of writing proficiency. The teachers of these students are informed of the areas. These students need assistance so that instruction can be tailored to meet their needs. Eleventh grade students who fall into this category are programmed for a ELA Regents preparation class to enhance their writing skills. Writing workshops which focus on teaching the writing process are offered to the long term ELLs who have demonstrated deficiency in writing.

4. All teachers are charged with the development of reading and writing skills across the curriculum. As such all classes will incorporate these modalities into the lesson. Professional development plans for the upcoming year will enhance teachers' abilities to understand and use instructional strategies to support language, literacy development and content area learning for all students, including English language learners. Professional development activities will support the pedagogical staff serving English language learners across general and special education programs. Staff development will be differentiated to address diverse staff with different interests, strengths and needs. Students are offered Regents exams in their native language, where available. For the one student who was able to take available Regents in his native language, he passed both exams. Areas targeted for focus include:

- Planning and implementing standards-based instructional programs
- Using instructional strategies based on scientifically-based research to move students towards the achievement of standards
- Using a variety of assessment techniques to effectively evaluate the strengths, needs and progress of English language learners to drive instruction
- Creation of student rubrics
- Active pedagogy strategies
- Scaffolding strategies for reading and writing across the Curricula
- Using Bloom's Taxonomy to create literature based questions and to expand Accountable Talk
- Creation of Varied Assessments
- Interdepartmental Collaboration
- Literacy Training in the Content Areas
- Vocabulary Enhancement
- Creating and Responding to Essay questions

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		