



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____31/R/064_____

PRINCIPAL: _____TRACI FREY_____ **EMAIL:** _____TFREY@SCHOOLS.NYC.GOV_____

SUPERINTENDENT: _____AIMEE HOROWITZ_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Traci Frey	*Principal or Designee	
Bruce Gleitman	*UFT Chapter Leader or Designee	
Jeannette Salvo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dakota Paxton	Student Representative	
Sylvia Nosowicz	Student Representative	
	CBO Representative, if applicable	
Ann-Marie Daber	Member/UFT/Chairperson	
Adam Goldner	Member/UFT	
David Cugini	Member/CSA/Secretary	
Laurie Daghestani	Member/Parent	
Barbara Bishop-Lewis	Member/Parent	
Deani Tames	Member/Parent	
Nancy Rooney	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, all students will engage in at least one literacy task and one math task aligned to strategically selected Common Core standards. These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. Teachers will complete curriculum units and student tasks aligned to the Common Core standards.

Comprehensive needs assessment

As stated in the Chancellor's Citywide Instructional Expectations, "making time for teacher teams to engage in the collaborative inquiry process is a high-leverage practice that can produce both improved results for student achievement and improvement in teacher practice." Engaging in this work will be the guiding factor as our department and grade teams delve into inquiry this year, as they implement Common Core-aligned units and culminating tasks.

Instructional strategies/activities

- Five teachers will participate in Unit Design Professional Development offered by the Network. During this multi-session opportunity, they will each design a unit that incorporates Common Core tasks.
- Participating staff will turnkey strategies and unit design plans to other staff during grade team and department team meetings, as well as during whole staff professional development sessions.
- In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
 - a) In department teams, using a protocol, teachers will look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff

Strategies to increase parental involvement

- At Student-Led Conferences in December, 2011, and May, 2012, students will present work products, based on the common core tasks they have engaged in, to their parents, citing the strengths and weaknesses in this work.
- During our "Mid Year Huddle Parent Breakfasts," held for each grade in February, 2012, parents will be updated with the tasks their children have been, and will continue to, work on.
- At various Presentations of Learning at the conclusion of Learning Expeditions, parents will be invited to be part of the authentic audiences to which students present their work.

Strategies for attracting Highly Qualified Teachers (HQT)

- Any staff that are not considered Highly Qualified will be provided with tuition reimbursement through Title 1 SWP funding.

Service and program coordination

- Students participate in fieldwork at various cultural, non-profit, criminal justice, and private industry institutions to meet with experts to gather information for evidence gathering to support arguments.

Budget and resources alignment

- FSF funds are used to cover per diem costs for substitute teachers while the five staff members attend Network Unit Design Planning workshops.
- Title 1 SWP funds will be used to cover tuition reimbursement for any teacher needing to fulfill requirements to be deemed “highly qualified.”
- Title 1 SWP funds will be used to cover transportation costs for Parental Involvement for the Mid Year Huddles.
- Title 1 SWP and FSF funds will be used to subsidize admission fees for fieldwork for students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, the number of students passing the Algebra 2/Trigonometry Regents Examination will increase by 25%

Comprehensive needs assessment

- In 2010-11, 5.66% [3 out of 53] of students received a grade of 55-100; 1.89% [1 out of 53] of students received a grade of 65-100. .

Instructional strategies/activities

- Administer a diagnostic exam to students to determine areas of mastery as well as deficiencies.
- Regularly scheduled coaching meetings for the teacher with the Instructional Guide to acquire additional active pedagogy strategies.
- Send the teacher, as well as the entire math department (general education and special education teachers) to a series of Network sponsored professional development targeting math teaching strategies.
- Offer Regents prep tutoring beginning in April 2012 for students taking the Algebra 2/Trigonometry regents.
- Provide inquiry-based, student-centered math instruction in which students will investigate and learn concepts through problem-solving and real world application
- Teachers will develop a series of benchmark interim assessments. Once scored, the math teachers in the school can use the data to trend problematic subject areas, and then develop task specific strategies to reinforce these areas, to ensure student success on the Regents exam.

Strategies to increase parental involvement

- Inform parents as to the tutoring available during and after school, as well as targeted Regents tutoring.
- Provide parents with log ins and passwords to PupilPath, the online grading system used by teachers to inform parents about homework, test grades, projects, etc.
- Use Parent-Teacher Conferences to reinforce study habits and extra work that students can be doing to improve grades and keep up with the work..

Strategies for attracting Highly Qualified Teachers (HQT)

- Any staff that are not considered Highly Qualified will be provided with tuition reimbursement through Title 1 SWP funding.

Service and program coordination

- Students participate in fieldwork at various cultural, non-profit, and private industry institutions to meet with experts to gather information for enhancement of classroom learning.
- Intervisitation by math teachers with math teachers at other high schools.
- Professional Development workshops for math teachers provided by the Network.

Budget and resources alignment

- FSF funds are used to cover per diem costs for substitute teachers while the five staff members attend Network Unit Design Planning workshops.
- Title 1 SWP funds will be used to cover tuition reimbursement for any teacher needing to fulfill requirements to be deemed “highly qualified.”
- NYSTL Software, Title 1 SWP and FSF funds to pay for the PupilPath system.
- NYSTL Textbook funds to pay for textbooks.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012, the metric of the Safety and Respect section of the Learning Environment survey will increase to at least a 7.2.

Comprehensive needs assessment

In 2009-2010, the score was 7.6. In 2010-2011, the score dropped to 6.9, representing a 9% drop.

Instructional strategies/activities

- Implement the Make a Difference campaign to improve school pride and change school tone.
- Charge the Discipline Committee with the task of developing a more effective system of restorative practice to hold students more accountable for their actions.
- Review suspension data to target high infraction areas.
- Identify teachers to work with Ramapo to improve classroom management practices.
- What? So What? Now What? Box for staff and students.

Strategies to increase parental involvement

- Invite parents to a workshop on cyberbullying by the Richmond County District Attorney's Office
- Invite parents to a workshop on substance abuse by the YMCA
- Hold parent conferences with guidance staff and the school social worker when students are involved in substance abuse or suspended.

Strategies for attracting Highly Qualified Teachers (HQT)

- Any staff that are not considered Highly Qualified will be provided with tuition reimbursement through Title 1 SWP funding. .

Service and program coordination

Workshops held for both students and parents by the Richmond County District Attorney's Office; substance abuse workshop by the YMCA; working with Ramapo Center for Children to provide teachers with classroom management strategies.

Budget and resources alignment

- Title 1 SWP funds for transportation for parents to attend workshops
- FSF funds to pay per session for staff serving on the Discipline Committee to meet after school.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	49	34	24	-	19			
10	-	6	1	26	15			
11	-	13	7	15	16			
12	10	7	7	20	17			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description	
ELA	Small group One on one tutoring	During and after school During and after school
Mathematics	Small group One on one tutoring Regents Test Preparation small group	During and after school During and after school During and After school
Science	Small group One on one tutoring Regents Test Preparation small group	During and after school During and after school During and After school
Social Studies	Small group One on one tutoring Regents Test Preparation small group	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		



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 School Wide Programs, 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 2011-2012.

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 2011,

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
2011-2012**

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 program 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Michael Alcoff	District 31	Borough Staten Island	School Number 064
School Name Gaynor McCown Expeditionary Lrng School			

B. Language Allocation Policy Team Composition [?](#)

Principal Traci B. Frey	Assistant Principal David Cugini
Coach Paula Russo	Coach
ESL Teacher Alexander Orloff	Guidance Counselor Tiffany Reingold
Teacher/Subject Area Christina Russo/English	Parent Jeannette Salvo
Teacher/Subject Area Lauren Kavaliauskas/English	Parent Coordinator Diana Leon-Gonzalez
Related Service Provider	Other
Network Leader Michael Alcoff	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	26
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	409	Total Number of ELLs	4	ELLs as share of total student population (%)	0.98%
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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. 

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. Languages spoken by McCown staff members include Spanish, Chinese, and Russian. 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, an English teacher administers the Home Language Survey (HLIS) in their language. The LAB-R is then administered by an English teacher 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. These assessments are completed within 10 days of the student's admission to the school. 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, based on information found in the BESIS, BTEA, BTEG, and BEDC reports on ATS. The RLAT report is also consulted to see where students' previous levels are. 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 also administered by an English teacher 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 (Transitional Bilingual Education, Dual Language, and Freestanding ESL). 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, currently taught by a licensed English teacher, which is the only program offered at McCown, or inform parents of the schools that provide the program requested because we do not, as of yet, have the number of students to open the two other programs.

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. Copies of all entitlement letters, parent surveys, and program selection forms are placed into the students' cumulative folders.

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) All records of entitlement letters are maintained in students' cumulative folders.

5. For the 2011-2012 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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 250 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 (5 periods per week/50 minutes per day in addition to extended day after school) and 250 minutes of stand-alone ELA instruction (5 days per week/50 minutes per day) 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. We are currently interviewing for an F status ESL teacher; all ESL support is done by a licensed English teacher.
4. ELL students are assessed using the ELL Periodic Assessment exam.
- 5, 6, & 7. 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.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

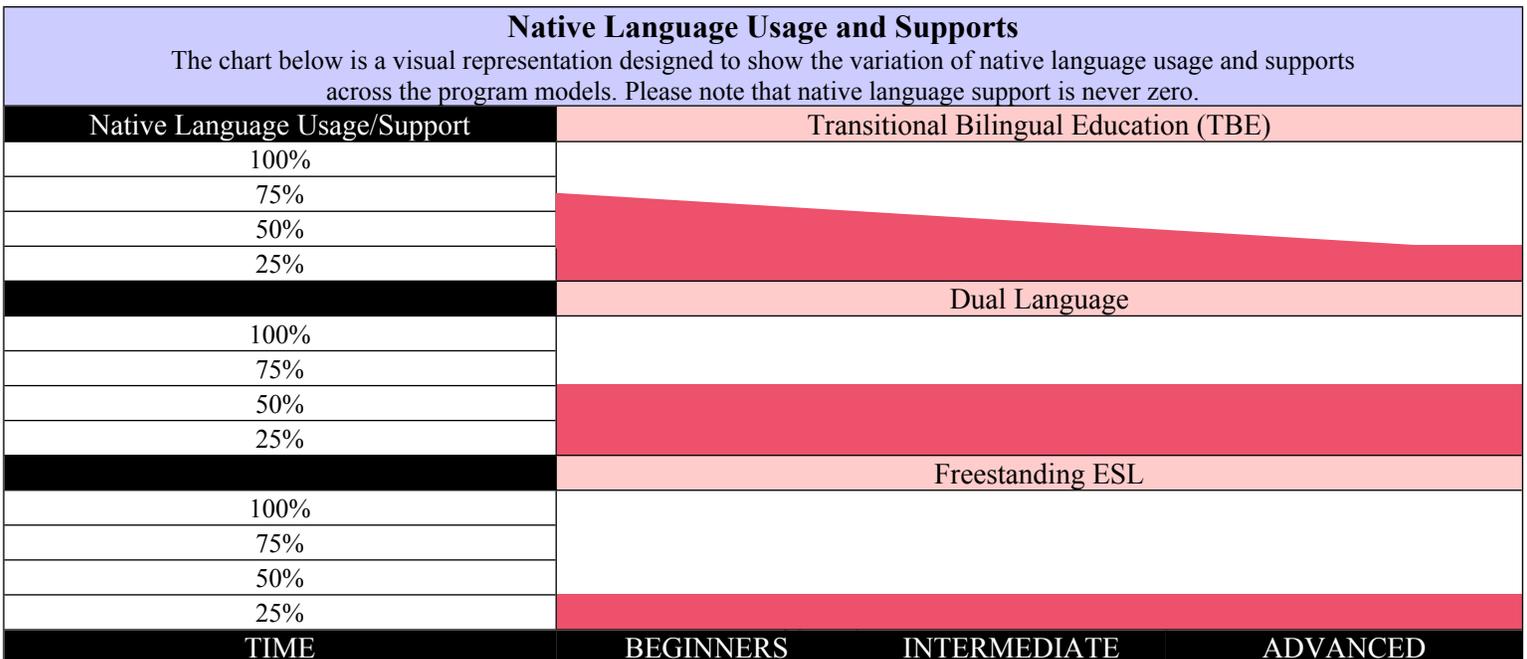
Class/Content Area

Language(s) of Instruction

Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. 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.
9. 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.
10. Where available, textbooks and Regents review materials will be ordered in the native languages spoken by the students.
11. No programs or services for ELLs are being discontinued.
12. 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.
13. 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.
14. Bilingual glossaries, as well as online resources at umitserin.com, are made available for the various content areas.
15. All required service support and resources are age and grade appropriate. Instruction is scaffolded and differentiated, and students have access to the same textbooks. Service support and resources correspond to the levels identified through the NYSESLAT exam, as well as course requirements.
16. 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.
17. ELLs are offered the following language course: Spanish.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. 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 time (every Wednesday from 1:20-2:50 pm) in which staff (teachers, paraprofessionals, guidance 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. Guidance staff attend PD offered by the Network related to servicing ELLs; the Principal and Assistant Principal incorporate ELL strategies into all aspects of active pedagogy conversations during the observatio process and when facilitating professional development sessions.

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, 2012 with a focus on vocabulary, and the second time in April, 2012 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)										1	1			2
Total	0	0	0	0	0	0	0	0	0	1	1	0	2	4

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													0
	I													0
	A										1	1		1
	P													1
READING/ WRITING	B													0
	I													2
	A										1	1		0
	P													0

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	
4									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	2	0	1	0	
Integrated Algebra	2	0	2	0	
Geometry	2	0	2	0	
Algebra 2/Trigonometry	2	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	2	0	0	0	
Earth Science	0	0	0	0	
Living Environment	1	1	1	1	
Physics	1	0	0	0	
Global History and Geography	1	1	0	0	
US History and Government	1	1	1	1	
Foreign Language	0	0			
Other					
Other					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

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

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?

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

School Name: <u>Gaynor McCown EL School</u>		School DBN: <u>31R064</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Traci Frey	Principal		11/28/11
David Cugini	Assistant Principal		11/28/11
Diana Leon-Gonzalez	Parent Coordinator		11/28/11
Alexander Orloff	ESL Teacher		11/28/11
Jeannette Salvo	Parent		11/28/11
Christina Russo	Teacher/Subject Area		11/28/11
Lauren Kavaliauskas	Teacher/Subject Area		11/28/11
Paula Russo	Coach		11/28/11
	Coach		1/1/01
Tiffany Reingold	Guidance Counselor		11/28/11
Michael Alcott	Network Leader		11/28/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R064 **School Name:** Gaynor McCown EL School

Cluster: 4 **Network:** 411

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

Part A: Needs Assessment Findings

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

- 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.
- e. The Parent Coordinator asks every family to fill out a survey at the beginning of each school year, including languages spoken at home; blue emergency cards are consulted before families are called to determine if translation services are needed; ATS is also used to track language spoken at home.
- f. In addition to English, letters and information are translated into Spanish, Korean, Russian, Chinese and Arabic.

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

- a. We have determined that we need to provide translations in Korean, Spanish, Chinese, and Russian based on the discussion with students and parents and from information obtained on the Blue Card and through ATS.
- b. ELL Staff are informed and then subject area teachers are informed in review of student data.
- c. The Parent Coordinator asks every family to fill out a survey at the beginning of each school year, including languages spoken at home; blue emergency cards are consulted before families are called to determine if translation services are needed; ATS is also used to track language spoken at home.
- d. Letters and information are translated into Spanish, Korean, Russian, Chinese and Arabic.

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. The Parent Coordinator surveys 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. The Parent Coordinator surveys our parents to locate parent volunteers to assist with translations.
- c. Utilize DOE translation services when possible.
- d. The school's website host, eChalk, enables all written material to be translated into 35 different languages with the click of a button.
- e. 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. Identified staff who speaks our target languages are asked to provide translation services in house.
- b. Identified parent volunteers are called in to assist with translations.
- c. School leadership, guidance staff and pedagogical staff utilize DOE translation and interpretation services via phone for on-site parent meetings as well as Parent Teacher Conferences.

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, as well as distribute pre-translated documents (Parents' Bill of Rights, school lunch forms, notices from the Chancellor's Office, etc).
- Provide translations via staff and student volunteers
- Post signs in various languages in school where applicable.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Gaynor McCown EL School	DBN: 31R064
Cluster Leader: Chris Groll	Network Leader: Michael Alcott
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 4 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ●11 ✱12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 0 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Our school currently has 4 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, as well as 2 other certified English teachers, provide additional support for ELL students during extended day. They use the Empire State NYSESLAT books from Continental Press, as well as tools from umitserin.com, 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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Staff participate in QTEL and BETAC professional development opportunities provided by the CFN. Moreover, the CFN liaison for ELL, Pablo Schelino, will conduct one on one workshops with the teacher responsible for providing ESL services to the four 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.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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. Information about the workshops is included in her monthly newsletter, is posted on the school's website, and flyers are sent home with students.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		