



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R064

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	
Nicholas Sansevero	*PA/PTA President or Designated Co-President	
Dakota Paxton	Student Representative	
Sylwia Nosowicz	Student Representative	
David Cugini	Member/Staff	
Ann-Marie Daber	Member/Staff/SLT Chair	
Adam Goldner	Member/Staff	
Laurie Daghestani	Member/Parent	
Barbara Bishop Lewis	Member/Parent	
Nancy Rooney	Member/Parent	
Deani Tames	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, all students will engage in at least two tasks in each of the 4 core content areas aligned to strategically selected Common Core standards.

Comprehensive needs assessment

Building off of last year's work, each teacher in each department in the core content areas (English, math, social studies, and science), as well as in Spanish and physical education, will, in 2012-13, implement two Common Core-aligned units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols developed by the network team
- Embed the skills outlined in the relevant Common Core instructional shifts; and
- Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge

Instructional strategies/activities

All teachers will participate in weekly department meetings as part of their Circular 6 assignment, with the support of the Principal, Assistant Principal, Instructional Guide, School Designer, and Network Achievement Coach.

- Department teams will examine current student work (diagnostics, benchmark assessments, and summative assessments) to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with department teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Department Teacher Leaders will participate in a series of off-site workshops provided by the Network to support their capacity. They will also work on-site with the Principal and School Designer to complement the off-site work.

Strategies to increase parental involvement

- At Student-Led Conferences in December, 2012, and May, 2013, 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, 2013, 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- FSF funds will be used to cover per diem costs for substitute teachers while staff engage in professional development provided by the CFN;
- FSF funds will be used to purchased texts for teachers to use in department team inquiry work/book studies;
- FSF Instructional Expectation funds will be used to partially cover the salaries of the Department Teacher-Leaders;
- NYSTL funds will be used to purchase texts and materials for use in the classrooms

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 2013, the number of students passing the Algebra 2/Trigonometry Regents Examination will increase by 5%

Comprehensive needs assessment

In 2011-12, 50% [17 out of 34] of students received a grade of 55-100; 30% [10 out of 34] 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 2013 for students taking the Algebra 2/Trigonometry regents.
- Purchase Regents Review Books to provide students with additional problem-based support.
- Provide inquiry-based, student-centered math instruction in which students will investigate and learn concepts through problem-solving and real world application
- Teacher will develop a series of benchmark interim assessments. Once scored, the teacher 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 through the school's website, mailings, and email 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, as well as phone calls home, 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- FSF funds will be used to cover per session costs for after school tutoring and per diem costs for substitute teachers while staff engage in professional development provided by the CFN
- NYSTL funds will be used to purchase software, texts and materials for use in the classrooms

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 2013, the metric of the Safety and Respect section of the Learning Environment survey will increase by 10%.

Comprehensive needs assessment

- In 2010-2011, the score was 6.9. In 2011-2012, the score rose to 7.1, but was still below the city high school average of 7.4.

Instructional strategies/activities

- Create a Ladder of Referral to which staff will be held accountable.
- Hire a Dean to assist the Assistant Principal with disciplinary issues.
- Implement new safety protocols – visitor escorts, ID cards for all staff members
- Involve the Guidance staff in behavior intervention strategies.
- Continue implementation of the Make a Difference campaign to improve school pride and build upon school tone.
- Review suspension data to target high infraction areas.

Strategies to increase parental involvement

- Invite parents to workshops on bullying, substance abuse, and Respect for All by the Parent Coordinator, PTA, local community based organizations, and the Richmond County District Attorney's Office
- Hold parent conferences with the Dean, administration, guidance staff and the school social worker when students are involved in inappropriate behavior.
- Hold mediations between students with staff to address issues before they escalate.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- FSF funds will be used to hire a Dean to assist the Assistant Principal.
- FSF funds will be used to cover per session costs for staff to serve on the Discipline Committee to meet before or after school.
- FSF funds will be used to cover the cost of printing ID cards for all staff members

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reading Plus Homework assistance Guided reading	Small group One on one tutoring	During and after school
Mathematics	Homework assistance Problem solving strategies	Small group One on one tutoring	During and after school
Science	Homework assistance Problem solving strategies	Small group One on one tutoring	During and after school
Social Studies	Homework assistance Essay writing strategies	Small group One on one tutoring	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Small group One on one counseling	During school

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Resumes for teachers are vetted prior to the interview process to ensure that candidates are New York State certified in their content area. Once hired, teachers are only assigned classes within their license area. If a teacher is not deemed “highly qualified” through the BEDS survey, they are required to take and pass the Housse assessment in order to continue their current program.

There is an Instructional Guide on staff who coaches teachers in lesson planning, expedition and case study planning, and fieldwork opportunities. A School Designer is on-site weekly to plan and facilitate professional development sessions for staff. Professional development is delivered both in whole staff sessions, as well as in content based, differentiated sessions.

Teachers are observed in short, frequent cycles, with both verbal and written feedback provided by the Principal, Assistant Principal, and School Designer.



Gaynor McCown Expeditionary Learning School

100 Essex Drive, Staten Island, NY 10314

Phone 718-370-6950 Fax 718-370-6960

Traci B. Frey, Principal

David A. Cugini, Assistant Principal

SCHOOL/PARENT COMPACT

Gaynor McCown Expeditionary Learning School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. This Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

This school-parent compact is in effect during school year 2012-2013.

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 2012,

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 BASIS, 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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. [i](#)

	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

25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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 by the licensed English teachers working with these students. 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 content area 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 are designed by the Principal, Assistant Principal, and Instructional Guide to 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. Grade teams and department teams analyze results from the ELL Periodic Assessments to identify individual student needs. 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

6. During the 2009-2010 school year, one of the three ELL students tested out of the program. Each of the two 12th grade ELL students have passed their Integrated Algebra and Geometry, and Living Environment Regents exams required for graduation.

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: Gaynor McCown EL School

School DBN: 31R064

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

School Name: Gaynor McCown EL School

School DBN: 31R064

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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

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.