



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: GAYNOR MCCOWN EXPEDITIONARY LEARNING SCHOOL
DBN (i.e. 01M001): 31R064
Principal: TRACI B. FREY
Principal Email: TFREY@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: MICHAEL ALCOFF

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Traci B. Frey	*Principal or Designee	
Bruce Gleitman	*UFT Chapter Leader or Designee	
Donna Perosi	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Olukemi Fayanmira	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Paul Heyne	Member/ student	
Nancy Rooney	Member/ Parent	
Deani Tames	Member/ Parent	
Elizabeth Wrubel	Member/ Teacher	
Daniel Grey	Member/ Teacher	
David Cugini	Member/ CSA Representative	
Donna Rose	Member/ Parent	
Jeff Felton	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will engage in Common Core Learning Standards aligned units in every subject.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Building off of last year's work, and as mandated in the Chancellor's Instructional Expectations, each teacher in each will, in 2013-14, teach through 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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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.
2. • 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. Teachers will submit their unit plans monthly to their Department Team Leaders.
3. • During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
4. • Teachers will collaboratively assess the quality of student work that comes out of the implementation of their units and repeat the cycle for the next unit.
5. • School leadership will meet weekly with department and grade teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
6. • Department and Grade Teacher Leaders will work on-site with the Principal and School Designer to improve their capacity as school leaders.

B. Key personnel and other resources used to implement each strategy/activity

1. Department and Grade Team Leaders, Principal, Assistant Principal, Instructional Guide and School Designer.
2. Protocols will be provided to teams by Administration, School Designer, or IG for use when looking at student work.
3. Protocols will be provided to teams by Administration, School Designer, or IG for use when peer reviewing colleagues' lesson plans and unit plans.
4. Per session will be paid to Department and Grade Team Leaders to meet for one hour per week in Cabinet.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly submission of unit plans to Department Team Leaders;
2. Scholarship and assessment data for each teacher to see if plans affect student outcomes;
3. Peer review of unit plans;
4. Ratings on the Danielson rubric during the formal and informal observation process by Principal and Assistant Principal.

D. Timeline for implementation and completion including start and end dates

1. All activities will be implemented and completed from September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers meet in department teams on Wednesdays from 10:20 – 11 am, which is where peer review will take place;
2. Grade teams meet on Wednesdays from 2:20 – 2:57 pm;
3. Whole staff meets in weekly PD on Wednesdays from 1:20 – 2:20 pm with focus on instructional strategies based on the Danielson Rubric as well as the sharing of best practices.
4. Cabinet meets on Tuesdays from 3-4 pm for modeling of protocols and teacher leader capacity professional development.
5. Students are released early on Wednesdays to enable these meetings to occur, and eat together as a whole school on Wednesdays so that teachers can engage in

department meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- At Student-Led Conferences in December, 2013, and May, 2014, 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, 2014, 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of students passing the United States History regents examination will increase by 5% above the 2010-11 percentage of 59%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In 2010-11, (the last time the U.S. History regents exam was administered to an entire grade of students, 76% [99 out of 130] of students received a grade of 55-100; 59% [77 out of 130] of students received a grade of 65-100.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Administer a diagnostic exam to students to determine areas of mastery as well as deficiencies.
2. Send the teacher, as well as the entire social studies department (general education and special education teachers) to a series of Network sponsored professional development targeting social studies teaching strategies.
3. Offer extended day tutoring 3 days per week after school.
4. Offer Regents prep tutoring beginning in April 2014 for students taking the U.S. History regents.
5. Purchase Regents Review Books to provide students with additional support.
6. Institute a Habit of Work and Learning grade for revision in which students revise their essays using peer and teacher feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. U.S. History Teacher will develop and administer the diagnostic.
2. Social Studies teachers will attend the meetings; per diem funds will be used to pay for subs to enable teachers to go.
3. Social Studies teachers will offer tutoring during the 37.5 minutes, 3 days per week.
4. Social Studies teacher will offer 10 hours of review sessions, paid with per session funds.
5. FSF funds will be used to purchase Review Books through FAMIS.
6. All staff will implement the HOWLS in their classrooms.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 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.
2. Number of teachers attending PD sessions, and use of strategies in classrooms as identified in the observation cycle.
3. Number of students attending extended day and regents review tutoring.
4. Scholarship data for each marking period; ratings on Danielson rubric from formal and informal observations.
D. Timeline for implementation and completion including start and end dates
1. All activities will be implemented and completed from September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers meet in department teams on Wednesdays from 10:20 – 11 am and will develop diagnostic assessments
2. Hiring of subs to enable teachers to attend.
3. Encouraging students to attend extended day.
4. Publishing and announcing review sessions in class, through email and Pupil Path, during announcements, through webpage and Facebook page. NYSTL software funds to pay for website and Skedula.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> Inform parents through the school's website, Facebook and Twitter pages, 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 and Student Led Conferences to reinforce study habits and extra work that students can be doing to improve grades and keep up with the work

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, the percent of students deemed college ready in math on the Progress Report will increase by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
On the 2012-13 Progress Report, the percentage of students attaining the Math College Readiness Standard was 16.7%.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Administration of mock SAT and Act exams
2. After school tutoring during extended day by math department
3. Regents Review tutoring in January 2014 and June 2014
4. Have students that previously scored between a 70-79 on the Integrated Algebra regents retake the exam.
5. Sending math department teachers to Network sponsored PD regarding math pedagogical strategies
6. Provision of SAT preparation classes by an outside vendor, Revolution Prep
B. Key personnel and other resources used to implement each strategy/activity

1. 12 th grade guidance counselor/College Advisor, Math Department Team Leader, math teachers, Network math coach, Principal, Assistant Principal, Instructional Guide, School Designer, Revolution Prep
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Number of students attending after school and Regents review tutoring 2. Number of students scoring higher than an 80 on a math regents exam. 3. Number of Network-sponsored PD attended by math department teachers 4. SAT scores of students taking March, May, and June 2014 exams 5. Scholarship data from College Math course; ratings on the Danielson rubric for formal and informal teacher observations.
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Offering of College Math to 11 th graders preparing to take the SAT 2. Participation in the School Time Lab Pilot to revise our program to ensure students follow a 4 year math sequence 3. Teachers meet in department teams on Wednesdays from 10:20 – 11 am; whole staff meets in weekly PD on Wednesdays from 1:20 – 2:20 pm. Students are released early on Wednesdays to enable these meetings to occur, and eat together as a whole school on Wednesdays so that teachers can engage in department meetings.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> Inform parents through the school's website, Facebook and Twitter pages, mailings, and email as to the tutoring available during and after school, as well as targeted Regents tutoring, mock ACT and SAT administration dates, Revolution Prep dates . 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 and Student Led Conferences to reinforce study habits and extra work that students can be doing to improve grades and keep up with the work

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					



Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Homework assistance, guided reading, essay writing strategies	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.)	Mandated counseling, crisis counseling	Small group, one-on-one counseling	During school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED



**Gaynor McCown
Expeditionary Learning School**

100 Essex Drive, Staten Island, NY 10 314

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 2013-2014.

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 2013

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.

•

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 064
School Name Gaynor McCown Expeditionary Learning Sch		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Traci Frey	Assistant Principal David Cugini
Coach Paula Russo	Coach type here
ESL Teacher Joseph Errichiello	Guidance Counselor Maggie Hayes
Teacher/Subject Area type here	Parent Donna Perosi
Teacher/Subject Area type here	Parent Coordinator Diana Gonzalez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Michael Alcott	Other type here

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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	469	Total number of ELLs	2	ELLs as share of total student population (%)	0.43%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained													1	1
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	1	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1			1		1				2
Total	1	0	0	1	0	1	0	0	0	2

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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												2		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	2	0	2

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	2	0	1	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	2	0	1	0
Physics	0	0	0	0
Global History and Geography	1	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Teachers use Interim Assessments to assess the literacy skills of all of our students. The ESL teacher administers mock NYSESLAT exams to gauge progress, and we also administer the ELL Periodic Assessments. Data indicates that writing is the area that most needs focus. Teachers have incorporated a culture of revision in classes, especially in ELA and social studies, providing students with the opportunity to revise essays based on descriptive feedback.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 on the grade team of these students are informed of the areas by the ESL teacher 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 an after school 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

4. For each program, answer the following:
 - a. 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?

Patterns indicate that the two students are struggling with writing, as evidenced by the low score on the Global History Regents Exam by one of the students. Both students have access to the native language version of the Regents Exams but both have chosen to take and answer the English version. Both students are scheduled to take the Comprehensive English Regents Examination in January 2014. The ESL teacher analyzes the results of the ELL Periodic Assessment to help him plan lessons around academic vocabulary, writing strategies, and essay formation.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
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. 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
7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The students participating in the ESL program are improving in their NYSESLAT scores on each of the modalities.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When new students are admitted to Gaynor McCown Expeditionary Learning School, the ESL teacher, 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, the ESL teacher administers the Home Language Survey (HLIS) in their language. The LAB-R is then administered by the ESL 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 the ESL teacher, who pulls out students from their classes to individually administer the test. The listening, reading and writing portions are also administered by the ESL teacher during the school day within the time frame set by New York State.
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.
As soon as we determine that a student is eligible for ESL services after completion of the HLIS and the results of LAB-R are available (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 teacher who is in the process of obtaining his ESL certification, 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. If the parent opts to stay at McCown in the Freestanding ESL but had wanted the TBE or DL program originally, and that program becomes available at McCown, the parent will be contacted

by the guidance counselor to confirm the whether the parent still wants that program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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. Continued entitlement letters are sent annually. Parent survey and program selection forms are given to parents during their initial admittance and are collected back. The ELPC screen on ATS is updated within 20 days of receipt of the program selection form. Copies of all entitlement letters, parent surveys, and program selection forms are placed into the students' cumulative folders.
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.
Identified ELL students participate in our ESL instructional program. LAB-R scores, as well as previous NYSESLAT scores found on the RLAT screen in ATS, 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, parent surveys, and program selection forms, are maintained in students' cumulative folders.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students are administered the NYSESLAT by their ESL teacher over a two consecutive days during the State's designated testing administration period -- the Listening, Reading, and Writing sections are administered in class. The Speaking section is administered individually in the Principal's Conference Room. The ESL teacher administers the exam while a second teacher scores the answers using the provided rubric. The BESIS and RLAT reports in ATS are used to determine eligibility.
6. 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.) 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. 
For the 2013-2014 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

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? students are enrolled in a self-contained ESL class that is heterogeneously grouped. Given that currently there are only 2 students being served, this is the best use of our resources. In the 2012-13 school year, 4 students of mixed proficiency levels were also in a self-contained 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)?

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. We 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.
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 foster language development and meet the demands of the Common Core Learning Standards.

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 annotate articles and reading for understanding to enable students to more easily find evidence to support their answers, English classes practice the 6+1 Writing protocol, and a vocabulary "word of the week" is announced over the loudspeaker every day, providing the pronunciation, definition and use in a pointing sentence.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELL students are assessed using the ELL Periodic Assessment exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All content area classes, as well as physical education and art, require students to read, write, speak, and listen in every lesson. During the observation process, administrators look for evidence of these modalities in both the lesson plan and in the actual implementation of the lesson. Moreover, the ESL teacher assesses students in all four modalities each marking period through both formative and summative assessments, using projects, essays, oral dialogue, entrance, and exit tickets.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 ESL teacher provides scaffolded resources for academic vocabulary and grammar to all ELLs depending on whether they are newcomers or those receiving service for 4 - 6 years. Long term ELLs are supported with tutorial sessions and regents preparation classes. Former ELLs are still eligible for testing accommodations in year 1 after testing proficient, and are afforded the same

opportunities for tutorial sessions and regents preparation classes.

7. 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?

Teachers of ELL-SWDs use close reading, graphic organizers, leveled reading, Cornell note taking, and Frayer model organizers, among other strategies. Each classroom has an interactive white board as well as a document camera. The ESL teacher is also a certified Special Education teacher, so he often infuses modification strategies that assist not only the SWD ELLs but also the general education ELLs.

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

All SWDs are provided with services in the least restrictive, flexible programming possible after evaluation by the School Assessment Team. Any ELL SWD will receive support not only in his or her ESL class but also in content area classes if they are in an ICT class or in their SETSS class., as well as in elective classes where they are integrated with their non-disabled peers.

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:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

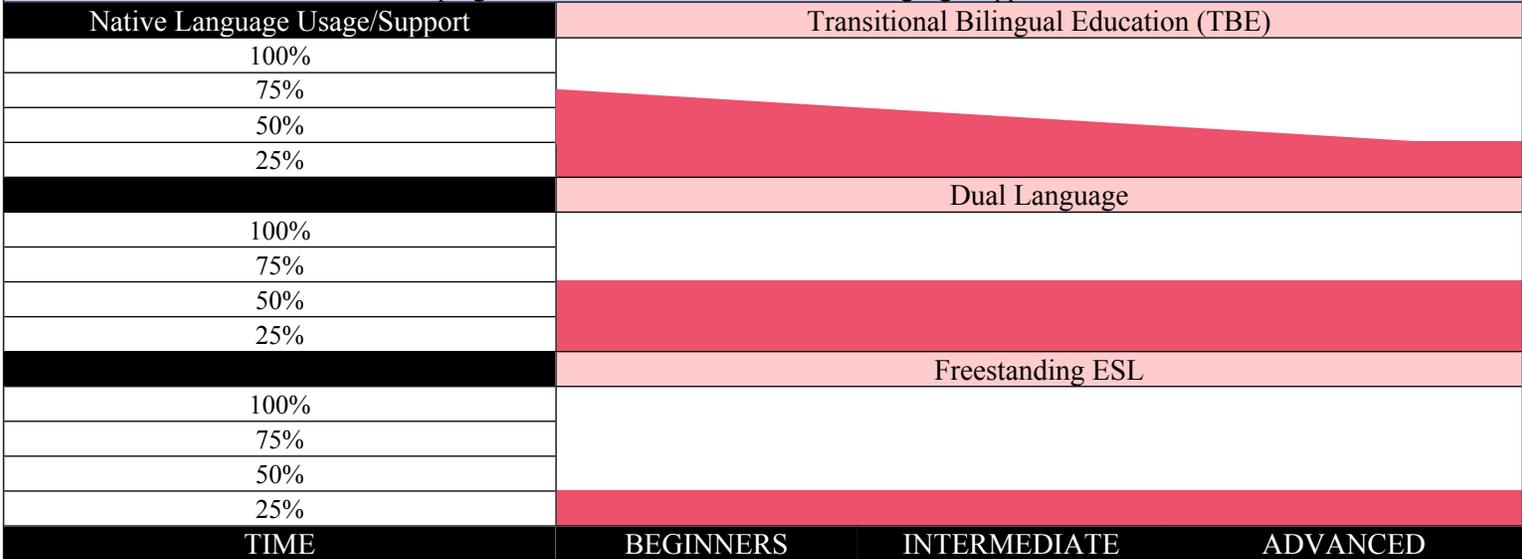
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

9. 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.
- 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. All of the intervention services are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Of the three ESL students in the 2012-13 school year that returned for the 2013-14 school year, one tested out of ESL from Advanced to Proficient, one progressed from Intermediate to Advanced and the third tested as Advanced on his first administration. The student that transferred to another school over the summer also progressed from Intermediate to Advanced.
11. What new programs or improvements will be considered for the upcoming school year?
- The ESL teacher has planned fieldwork opportunities for the two remaining students in the program.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school programs, including after school sports, theater productions, and clubs, 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 and Facebook page.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Textbooks, bilingual glossaries, and workbooks are used to support ELLs in their native language, as are the online resources available at umitserin.com. Moreover, teachers frequently use graphic organizers, the Frayer model, Cornell notetaking method, as well as other pedagogical strategies to help ELLs, ELL SWDs and all other students. Each classroom has a Starboard connected to an iMac, as well as a document camera, and two desktop computers and printer for student use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Bilingual glossaries, as well as online resources at umitserin.com, are made available for the various content areas.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- ELLs are offered the following language course: Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Weekly grade team and department team meetings are held, as are weekly professional development time (every Wednesday from 1:20-2:57 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 also provides teachers with professional development about ESL strategies. The ESL teacher attends Network sponsored professional development workshops, as well as workshops at Fordham University. 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.

Both of our ELLs are 11th graders who are 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 observation process and when facilitating professional development sessions.

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 has been invited to provide Jose P. training to all staff twice this year, with a focus on vocabulary, and 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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. AT 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.

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.

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.

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 Counselors and Parent Coordinator.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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 and Student Led 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.