

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R064

School Name:

GAYNOR McCOWN EXPEDITIONARY LEARNING SCHOOL

Principal:

TRACI FREY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Gaynor McCown Expeditionary Learning School School Number (DBN): 31R064
Grades Served: 9-12
School Address: 100 Essex Drive, Staten Island, NY 10314
Phone Number: 718-370-6950 Fax: 718-370-6960
School Contact Person: Traci Frey Email Address: tfrey@schools.nyc.gov
Principal: Traci Frey
UFT Chapter Leader: Lauren Afflitto
Parents' Association President: Marisa Giordano
SLT Chairperson: Arthur Sorochkin
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Rachel Edmonds
Elsi Rama

District Information

District: 31 Superintendent: Kathy Pelles
Superintendent's Office Address: 335 Adams Street, Room 508, Brooklyn, NY 11201
Superintendent's Email Address: krehfield@schools.nyc.gov
Phone Number: 718-923-5102 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: aanorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Traci Frey	*Principal or Designee	
Lauren Afflitto	*UFT Chapter Leader or Designee	
Marisa Giordano	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rachel Edmonds	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elsi Rama	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
David Cugini	CSA Representative	
Kelly Bracero	Member/Parent	
Frances Mastrianni	Member/Parent	
Donna Manitta	Member/Parent	
Jeff Felton	Member/Parent	
Arthur Sorochkin	Member/ UFT	
Jaime Rivera	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Gaynor McCown Expeditionary Learning School is a small, safe, academically rigorous learning community that prepares students for success in college and other post-secondary options. We provide a nurturing learning community, supported by peaceful problem solving, students' respect for scholastic excellence, a building of character, and creativity. For the past 7 years, McCown has been guided by the Core Practices of Expeditionary Learning (EL) and its relationship with New York City Outward Bound Schools.

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

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

Each year, our school develops a Work Plan (with support of NYCOBS) that identifies three - four key areas of focus for our work. This plan is informed by the DOE's Framework for Great Schools/instructional shifts/expectations, as well as the school's CEP. The Work Plan names targeted student achievement outcomes, teacher outcomes, and the school structures, supports, and actions to help us to achieve our goals. The plan also asks for data and evidence for us to monitor and reflect on progress towards goals. This Work Plan provides a road map for our Cabinet to then devise a professional development plan, which is the foundation for developing a shared understanding of effective instruction, aligned to the Danielson Framework.

We believe that (as aligned with EL Core Practices):

- the curriculum (case study, Learning Expedition) compels students to produce high-quality work
- creating real work for authentic audiences motivates students to meet standards and engage in revision (one of our Habits of Work and Learning (HOWLs))
- lesson planning begins with naming clear learning targets, which articulate specific learning goals in student-friendly language that can be assessed within the lesson
- teachers employ strategies to ignite student curiosity and track student understanding, and they maximize opportunities for student voice, critical thinking, and leadership

- instructional practices promote equity and high expectations
- lessons foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills, and responsibility for learning (another of our HOWLs)
- lessons promote critical thinking by asking that students make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas of the discipline studied
- lesson include checking the understanding of students during and at the end of lessons

The elements of the Framework for Great Schools that we have made the most progress during the 2014-15 school year have been in Rigorous Instruction and in Supportive Environment. Those areas will continue to be the areas of focus during the 2015-16 school year.

Three areas of focus that set us apart are:

Intensives – For one week, we reorganize school to offer Intensives, elective courses that are a feature of Expeditionary Learning schools. Students are immersed in a selected course that is not offered in a traditional curriculum. The Intensive allows students to focus on a particular topic, to become experts and to present their newly found knowledge to an authentic audience at the conclusion of the week. Students receive elective credit for the course. Intensives have included: Cookies For a Cause, Physics of Judo, Goin’ Fishing, 20th Century Fashion, Hip Hop and Pan-Africanism, Feminism and Pop Culture, Get Fit, Adventure, Latin Dance, Taste of New York , Chocolate, and Bacon.

Day of Service and other Service Learning Opportunities — Students need to complete a minimum of 100 hours of community service prior to graduation. Many of our students exceed this number. In 2012, McCown students rallied around their Staten Island community, and raised more than \$2,100 for Hurricane Sandy victims. They held bake sales, sponsored dress down days, collected toys for affected families to make their holidays brighter, and challenged the Assistant Principal that if they raised at least \$2,000 he would shave his head in front of the entire student body – they did and he did! Moreover, in honor of Gaynor McCown’s memory, we hold an annual Day of Service, in which students select from a menu of service activities and go out into the community participating in beach and park clean ups, working in soup kitchens, restocking food pantries, beautifying our school grounds, as well as other opportunities. We sponsor an annual Community Service Fair in which local community based organizations come to the school to recruit volunteers and present their offerings to our students. Service Learning is also part of every Expedition.

Staten Island Foundation and CARA partnership for College Readiness – (college march, Alumni Day, to and through College) Our College Advisor works in collaboration with NYCOBS, enabling our students to receive additional counseling and check in support from external partners who are an intricate part of our school community, including being housed permanently in our school and attending our guidance meetings. Through the “To and Through College” initiative with NYCOBS, during the summer after senior year, a former McCown student will work closely with each of our graduates to bridge the gap between high school graduation and college matriculation. McCown alumni return regularly to the school to seek out continued support from our College Office and to perform service in our school community, as coaches and role models. Moreover, the Staten Island Foundation provided McCown with a grant that enabled all members of the Class of 2015 to apply to CUNY colleges for free, apply for some SUNY and private colleges for free, and supported a college visit to SUNY Binghamton and Cornell University.

Approximately 30% of McCown students have IEPs (the borough average is approximately 13%); we have 15 one-to-one paraprofessionals on staff. Moreover, we only have the services of a school psychologist and social worker one day per week, making it difficult to meet compliance mandates with students’ triennial and annual evaluations.

31R064 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	478	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	6	# Integrated Collaborative Teaching
				33
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	1	# Drama
# Foreign Language	4	# Dance	1	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	0.2%	% Attendance Rate		88.8%
% Free Lunch	39.4%	% Reduced Lunch		11.6%
% Limited English Proficient	0.4%	% Students with Disabilities		24.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		12.6%
% Hispanic or Latino	16.5%	% Asian or Native Hawaiian/Pacific Islander		5.6%
% White	52.2%	% Multi-Racial		0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		5.81
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	75.0%	Mathematics Performance at levels 3 & 4		74.8%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	88.8%	% of 2nd year students who earned 10+ credits		85.2%
% of 3rd year students who earned 10+ credits	89.6%	4 Year Graduation Rate		91.2%
6 Year Graduation Rate	91.1%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the 2014-15 Implementation Review, conducted by Expeditionary Learning, McCown scored a 2 out of 5 on the rubric for Case Studies/Expeditions. In 2013-14, there were few case studies or Learning Expeditions designed at McCown, resulting in a score of 1 out of 5. As a result, in 2014-15, we focused on the implementation of Case Studies, revisiting “what” a Case Study is, meaning identifying the components; and provided ongoing feedback to support teachers’ planning and students’ experiences. Additionally, our Quality Review, conducted during the 2013-14 school year, highlighted the need for curricula units and plans in various subjects, to more consistently align Common Core Learning Standards and content standards. Furthermore, the instructional shifts were not consistently embedded in curricula planning practices. Lastly, although the staff has received training on unit modification using student work, teachers could not speak to a curriculum modification or refinement system in place for planning, but have referenced changes in classroom practice based on student work analysis. Taking all of these data points into consideration, and in an effort to improve classroom rigor, In 2015-16, we want to expand the implementation for students to experience high quality Learning Expeditions and create rigorous products.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will engage in at least 2 Expeditions per grade level, and produce a product that meets the criteria outlined in EL’s Dimensions of Student Achievement, in alignment with Common Core Learning Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional Development sessions for teachers on:</p> <ul style="list-style-type: none"> • How to design a rigorous task • Defining rigor in terms of the attributes of high quality work (What does it look like?) • Evidence of the writing process and revision (drafts with final product) • How to give descriptive/actionable feedback 	<p>teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, School Designer</p>
<p>Professional Development sessions for teachers on the components of a Learning Expedition:</p> <ul style="list-style-type: none"> • Learning targets, guiding question, kickoff experience projects, lessons, fieldwork, experts, service-learning, and a culminating event. • Incorporating reading, writing, speaking, listening, numeracy, research, and problem-solving into the Expedition . • Supporting students in producing a quality product, shared with an authentic audience that includes a common core aligned product. 	<p>teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, School Designer</p>

Part 4 – Budget and Resource Alignment

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

1. Department and Grade Team Leaders, Principal, Assistant Principal and School Designer.
2. Protocols will be provided to teams by Administration or School Designer for use when looking at student work and providing descriptive feedback.
3. Protocols will be provided to teams by Administration or School Designer 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.
5. Teachers will engage in common planning, Department Team meetings and Grade Team meetings weekly.
6. Whole staff meets in weekly PD on Friday from 1:15 – 2:35 pm with focus on instructional strategies based on the Danielson Rubric as well as the sharing of best practices.
7. Cabinet meets weekly from 2:35-3:35 pm for modeling of protocols and teacher leader capacity professional development.

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

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Notes from quality work protocol
- Rubrics creation
- Evidence of Peer Critique, teacher actionable feedback
- Feedback from teachers
- Curriculum Maps
- Teacher observation reports evidence

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In 2014-15, 19 of the overall 37 incidents were Level 4 infractions – 7 were for possessing controlled substances, 3 were for engaging in an act of coercion or threatening violence, 3 were for engaging in physically aggressive behavior, 4 were for engaging in harassing, intimidating and/or bullying behavior, and 2 were for making sexually suggestive comments. We hold an annual "Positivity Week," in which students prepare presentations about the effects of bullying, sponsor an "It Gets Better" campaign, and sponsor an "Underneath it All" dress down day. In the most recent Learning Environment survey, 89% of students feel safe in the building, which is above the city average, but leaves room for improvement. Whereas we speak with students about cyber-bullying, drug awareness, and appropriate speech, it is clear that more needs to be done, including bringing in representatives from the District Attorney's Office and the Tackling Youth Substance Abuse Initiative to speak with students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will incorporate Restorative Practices to foster and establish a caring, responsible environment to see a 3% reduction of Level 4 infractions.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Send teachers over the summer and during the Fall Term to Restorative Practices professional development sponsored by the Morningside Center for Teaching Responsibility</p>	<p>Teachers, guidance counselors, Assistant Principal</p>	<p>July 2015-June 2016</p>	<p>Principal, Assistant Principal, Dean</p>
<p>Put together a Discipline Committee to develop a more effective system of restorative practice to hold students more accountable for their actions.</p>	<p>Teachers, guidance counselors, Dean, Assistant Principal, Principal</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Invite parents and students to cyber-bullying and substance abuse workshops sponsored by the Richmond County District Attorney's Office, Tackling Youth Substance Abuse organization, and the YMCA.</p>	<p>Parents, students</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Guidance Counselors, Assistant Principal, Principal</p>
<p>Intervisitation at other schools implementing Restorative Practices to meet with staff involved in the development of the practices and to observe Restorative Circles in action.</p>	<p>Teachers, Dean, Guidance Counselors, Assistant Principal</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Per Session for the Discipline Committee to meet after school • Per diem to cover staff training at Morningside Center and to intervisit at other schools already implementing Restorative Practices 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Number of teachers sent to Restorative Practices workshops at the Morningside Center

- Number of staff sent to intervisit at other schools

- Number of Restorative Circles conducted

- Number of Level 4 infractions committed

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Although Crew at McCown has improved from the 2013-14 school year, an area for growth identified in the 2013-14 Quality Review, to the 2014-15 school year, more work needs to be done to create both horizontal and vertical skills alignment. There is still variability across classrooms and grade levels; some Crews exhibit strong structures and planning (clear documentation), while others (based on walk-through observations) exhibit fewer clear Expeditionary Learning structures and practices. We also see a need to continue our “reinvigoration” of Crew, meaning to intentionally support McCown staff in embracing Crew as a meaningful opportunity for students’ learning and social-emotional growth. Although the Implementation Review rubric indicates a “4” in Crew, we perceive the need to meet a higher bar - one that emphasizes a) clear Crew planning across grade levels, b) consistency of shared Crew structures and practices, and c) increased student engagement. For us, this starts at the staff level and then transfers from staff to student

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 , all Crew teachers will craft vertically and horizontally aligned crew curriculum, that is peer reviewed and revised, that support students’ social and emotional learning and academic success.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will create unit and lesson plans, using the already created curriculum maps for guidance during dedicated Crew Team and common planning time. <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	Teachers, Crew Team Leaders	September 2015-June 2016	School Designer, Assistant Principal, Principal
Professional development sessions will be designed to prepare Crew Advisors to support students and empower them to lead crew, releasing responsibility.	Teachers, Crew Team Leaders	September 2015-June 2016	School Designer, Assistant Principal, Principal
Professional development sessions will be designed to assist Crew Advisors in supporting the social and emotional and development	Teachers, Crew Team Leaders	September 2015-June 2016	School Designer, Assistant Principal, Principal
Crew Team Leaders will continue to intervisit with other NYCOBS schools to share best practices around Crew. The School Designer will support this work and share resources with the Team Leaders, as well.	Crew Team Leaders	September 2015-June 2016	School Designer, Assistant Principal, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per Diem for Crew Team Leaders to intervisit at other EL schools • Per Diem for Crew Team Leaders to continue their mapping efforts begun in the 2014-15 school year • Per Session for cabinet meetings that are held weekly • FSF funds to purchase supplies • Common Planning during Circular 6 time for Crew teams to meet as well as cooperating teachers 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Crew grade-level plans – Curriculum maps, unit plans, lesson plans
- Student survey data
- Implementation Review scores

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

When the schedule changed for the 2014-15 school year, department team meetings went from happening weekly to happening monthly, significantly impacting the inquiry work that in which teachers were engaged. In the 2013-14 school year, teachers actively engaged in department inquiry work, designing a question, researched strategies, employed those strategies, and then analyzed student work to see if the strategies had an impact on student achievement. With the new schedule that teachers have agreed to for the 2015-16 school year, teachers will meet weekly with their departments and will be able to engage in this work for frequently. The School Quality Snapshot indicates that teachers feel "good" about how well they work with each other.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will engage in at least four cycles of inquiry work at the department or Crew team level, by analyzing item analysis data from the January and June 2015 Regents Exams, designing an inquiry question, creating an action plan, implementing the plan, and then analyzing student achievement results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Support Department and Crew Team Leaders in supporting and leading inquiry work, analyzing data, and facilitating team meetings</p>	<p>Department and Crew Team leaders</p>	<p>September 2015-June 2016</p>	<p>School Designer, Assistant Principal, Principal</p>
<p>Engage Cabinet members in planning and implementing weekly professional development sessions.</p>	<p>Department and Crew Team leaders</p>	<p>September 2015-June 2016</p>	<p>School Designer, Assistant Principal, Principal</p>
<p>Engage in inquiry work at the Department and Crew team level; identifying an inquiry question, researching strategies, implementing those strategies, looking at student work, analyzing the effectiveness of the strategies.</p>	<p>teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal, Principal, Department and Crew Team Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Per session for Cabinet meetings for one hour every week • Protocols will be provided to teams by Administration or School Designer for use when looking at student work • Protocols will be provided to teams by Administration or School Designer for use when engaging in inquiry • Scheduled time during teacher programs for Department and Crew Team meetings 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

Department and Crew Team minutes

Department share out in whole staff PD periodically throughout the year

Cabinet minutes

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The average attendance at monthly PTA meetings is 10-12 people. During the 2014-15 school year, the PTA has tried to incorporate guest speakers, college guidance workshops, drug awareness workshops, and other events to attract parents to its meetings, but many parents still do not attend. Although these meetings are advertised via daily announcements, flyers, email, School Messenger, the school’s website and Facebook pages, the outreach does not have the intended effect of increasing parental engagement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent attendance at PTA meetings will increase by 10%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Hold differentiated, age appropriate workshops (grade specific)</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>PTA Executive Board, Parent Coordinator, Assistant Principal, Principal</p>

If allowed by Federation, enable parents to virtually attend the meetings via Google Hangout, Skype, or other apps.	Parents	September 2015-June 2016	PTA Executive Board, Parent Coordinator, Assistant Principal, Principal
Survey parents to see if the current day (Tuesday evenings) that meetings are held is the most convenient one for parents	Parents	September 2015-June 2016	PTA Executive Board, Parent Coordinator, Assistant Principal, Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator’s time											
Funds to pay for speakers, if needed											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Attendance records from PTA meetings											
Survey results mid year and end year											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	PL scores, Regents scores, course grades	Homework assistance, guided reading, essay writing strategies	Small group, one-on-one tutoring	During and after school
Mathematics	PL scores, Regents scores, course grades	Homework assistance, problem solving strategies	Small group, one-on-one tutoring	During and after school
Science	Regents scores, course grades	Homework assistance, problem solving strategies	Small group, one-on-one tutoring	During and after school
Social Studies	Regents scores, course grades	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.)	IEP, guidance counselor request	Mandated counseling, crisis counseling	Small group, one-on-one counseling	During school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name] , 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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 064
School Name Gaynor McCown EL School		

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

Principal Traci Frey	Assistant Principal David Cugini
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Joseph Errichiello	School Counselor Tiffany Reingold
Teacher/Subject Area type here	Parent Marisa Giordano
Teacher/Subject Area type here	Parent Coordinator Diana Leon-Gonzalez
Related-Service Provider type here	Borough Field Support Center Staff Member unknown
Superintendent Kathy Pelles	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	495	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	1			1						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
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	0

* EP=English proficient student

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Hebrew											1			0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											1			0
Expanding (Advanced)										1				0
Commanding (Proficient)													1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	1		0	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math <u>CC Algebra</u>	1		0	
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Teachers use Interim Assessments to assess the literacy skills of all of our students. The ENL 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 show 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 ENL teacher working with these students. These students need assistance so that instruction can be tailored to meet their needs. Both students will be referred to an after school ELA 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.
- 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.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Patterns indicate that the two students are struggling with writing, as evidenced by the low score on the NYSESLAT. One of the students received no credit for the writing section. Regents Exams are not available in either student's native language, however glossaries (electronic and print if available) will be provided to them to use in their classes and on assessment. The ENL 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). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student's new 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 target language?
b. What is the level of language proficiency in the target language for EPs?
c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The students participating in the ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.
When new students are admitted to Gaynor McCown Expeditionary Learning School, the ENL 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, Hebrew, 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 ENL teacher administers the Home Language Survey (HLIS) in their language. The NYSITELL is then administered by the ESL teacher to those students who are qualified based on HLIS. The Spanish LAB 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 ENL services, we conduct a parent orientation where we show them the video on different ENL 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 ENL teacher, who pulls out students from their classes to individually administer the test. The listening, reading and writing portions are also administered by the ENL teacher during the school day within the time frame set by New York State.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The process referred to in question 1 is followed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

As stated in the ELL Policy and Reference Guide, together with the School Assessment Team, and the ENL teacher, the team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

As stated in the ELL Policy and Reference Guide, the Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the School Assessment Team must be consulted, the process must be completed within 20 school calendar days. The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. If a student's ELL status is determined to be a non-ELL as a result of the Re-Identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.
7. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
8. Appropriate staff consults with the School Assessment Team if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
9. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
10. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the Superintendent (or designee) for review and final decision.
11. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
12. All notifications and relevant documents must be kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

As soon as we determine that a student is eligible for ENL services after completion of the HLIS and the results of NYSITELL are available (the process is described above), we then show parents the video that describes the three different ENL programs (Transitional Bilingual Education, Dual Language, and Freestanding ENL). 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 ENL, currently taught by a licensed teacher who is in the process of obtaining his ENL 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 ENL 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.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The school aides track the return of the Parent Surveys and Program Selection forms. As there are only two students currently, the tracking process is not onerous and is easily maintained.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
This has not been an issue.
9. Describe how your school ensures that placement parent notification letters are distributed.
Letters are sent via USPS certified mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is placed into the child's cumulative file, which is maintained in the records room in the Main Office.
11. 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 ENL teacher over 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 ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The Guidance Counselors are responsible for distributing the continued entitlement and transitional support parent notification letters. Copies of the letters are placed into the students' cumulative file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
For the 2014-2015 school year, parents chose Freestanding ENL program for their children. Currently we have two students that were placed in this program. This has been the trend for our parents

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- Freestanding ENL program.
Students are enrolled in an ungraded ENL class that is heterogeneously grouped. Given that currently there are only 2 students being served, this is the best use of our resources.
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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 ENL 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 Emerging on the NYSESLAT exam, and 180 minutes of ENL instruction and 250 minutes of stand-alone ELA instruction to all students who score Transitioning or Expanding 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 core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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 home 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 ENL 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ENL 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 Commanding, and are entitled to 90 minutes per week of ENL instruction and are afforded the same opportunities for tutorial sessions and regents preparation classes.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

As stated in the ELL Policy and Reference Guide, between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154 2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. 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 ENL 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.

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

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 ENL 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.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

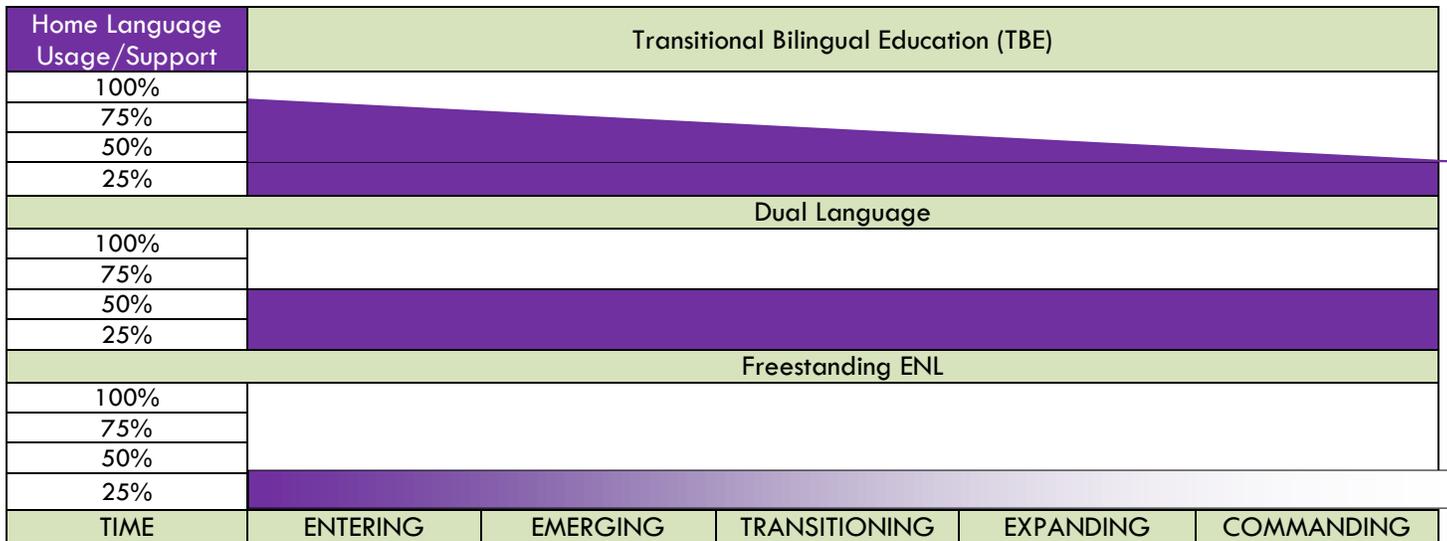


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
The 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.
11. 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 two ENL students in the 2014-15 school year, one (an SWD ESL 12th grade student) tested out of ENL from Advanced to Commanding and the other was a newcomer to this country who scored Transitioning.
12. What new programs or improvements will be considered for the upcoming school year?
The ENL teacher has planned fieldwork opportunities for the two remaining students in the program.
13. What programs/services for ELLs will be discontinued and why?
None
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 oedb.org. 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Bilingual glossaries, as well as online resources at umitserin.com, are made available for the various content areas.
17. Explain how the school ensures all required services/resources support and 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
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.
19. What language electives are offered to ELLs?
ELLs are offered the following language course: Spanish.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Weekly grade team and department team meetings are held, as are weekly professional development time (every Friday from 1:15-2:35 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 Affinity Group Support Center's ELL specialist will also provide teachers with professional development about ENL strategies. The ENL teacher had attended Network sponsored professional development workshops, as well as workshops at Fordham University, and will continue to do so through the Affinity Group Support Center. 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.
All ELLs 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, works with them on college choice and possible majors/career paths to pursue. Guidance staff attend PD offered by the DOE offices 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 Affinity Group Support Center's ELL specialist will be 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
As described in question 1, all teachers engage in weekly professional development. One of the work plan goals is the creation of rigorous, Common core aligned products. The expectation for all lessons and units are that they are Common Core aligned. Teachers engage in peer review of assessments, lesson and unit plans; administrators review lesson plans regularly as part of the observation process.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All students have Crew, an advisory class, that focuses on social emotional growth, organization skills, study skills, and time management skills, in addition to academic support. Part of the 9th Grade Crew Curriculum concentrates on the transition from middle school to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As referred to in the ELL Policy and Reference Guide, a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CRPart 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. This is accomplished through the sharing of best practices by teachers leading PD. Many of the strategies that are successful for SWD are also applicable to ELL students. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher participates in both department team PD and whole staff PD, as well as in PD offered by the Affinity Group Support Center. The Instructional Guide keeps a record of the dates of PDs as well as the topics covered and distributes the list to staff every Spring.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are invited to meet with the ENL teacher and Guidance Counselor, along with the Parent Coordinator, to discuss the goals of the Freestanding ENL program, the child's progress, assessment results, and language development needs. If interpretation is needed, the DOE Language and Interpretation hotline phone number is called.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Traci Frey	Principal		9/9/15
David Cugini	Assistant Principal		9/9/15
Diana Leon-Gonzalez	Parent Coordinator		9/9/15
Joseph Errichiello	ENL/Bilingual Teacher		9/9/15
Marisa Giordano	Parent		9/9/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tiffany Reingold	School Counselor		9/9/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 31R064 **School Name: Gaynor McCown EL School**
Superintendent: Kathy Pelles

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

- 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 ENL students of the incoming 9th grade students.
- c. ATS reports that tell # of years of ELL service to students. (Beginners, Intermediate, Advanced or Beginner, Emerging, Transitioning, Expanding, Commanding) 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, French, Hebrew, Chinese and Arabic.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Korean, Russian, French, Hebrew, Chinese, and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School lunch forms, uniform policy, fieldwork memo, invitations to student led conferences, tutoring schedules, Regents Exam schedules, monthly parent newsletters from the Parent Coordinator. These are distributed on an as-needed basis throughout the school year. Information that is posted on the school's website and calendar can be translated into multiple languages directly on the website.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

During the year, in addition to monthly PTA meetings, parents are invited to Back to School night in September, Parent Teacher Conferences in November and March, student led conferences in January and May, as well as a Parent Breakfast in February, at which time the Principal, Parent Coordinator, and Guidance Counselors make a presentation. Financial Aid night and CUNY application day, as well as the College March, are other events that parents are invited. Calls are also placed by the school aides, Parent Coordinator, the Dean, Assistant Principal, Principal, Guidance Counselors, and teachers (during parent engagement time) regarding student performance and behavior.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

- 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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

- 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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Information about translation and interpretation services are included in the Faculty Handbook, and staff is also made aware during the first faculty meeting of the school year. The "Welcome" poster in the main office also has the phone numbers for the Translation and Interpretation unit.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

- 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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The Parent Coordinator surveys parents at the end of each Student Led Conference.