



**QUEENS GATEWAY TO HEALTH SCIENCES  
SECONDARY SCHOOL**

**2008-09  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 28Q680  
ADDRESS: 150-91 87<sup>TH</sup> ROAD, JAMAICA, NY 11432  
TELEPHONE: (718) 739-8080  
FAX: (718) 739-8778**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09**

**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 680 SCHOOL NAME: Queens Gateway to Health Sciences  
Secondary School

DISTRICT: 28 SSO NAME/NETWORK #: CEI-PEA

SCHOOL ADDRESS: 150-91 87<sup>th</sup> Road, Jamaica, NY 11432

SCHOOL TELEPHONE: (718) 739-8080 FAX: (718) 739-8778

SCHOOL CONTACT PERSON: Cynthia Edwards, Principal EMAIL ADDRESS: Cedward1@  
schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON Mr. Ghandi Moussa

PRINCIPAL Ms. Cynthia Edwards

UFT CHAPTER LEADER Eleanor Hundley

PARENTS' ASSOCIATION  
PRESIDENT Sandra Williams

STUDENT REPRESENTATIVE  
*(Required for high schools)* Adeola Salau

COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT Bonnie Laboy

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Cynthia Edwards	*Principal or Designee	
Eleanor Hundley	*UFT Chapter Chairperson or Designee	
Sandra Williams	*PA/PTA President or Designated Co-President	
Zubeda Gulamhussein	DC 37 Representative, if applicable	
Adeola Salau	Student Representative, if applicable	
Ghandi Moussa	CSA	
Prudence Mougis	<i>UFT</i>	
Claudette Brammer	Parent	
Badrul Chowdhury	Parent	
Lisa Crosland	Parent	
Bebi Karimbaksh	Parent	
Ramanpreet Kaur	Student	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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### **Vision**

Queens Gateway to Health Sciences Secondary School's vision is to create a learning community that provides a nurturing educational environment where all participants, including students, parents and staff are effectively prepared and motivated to reach their highest potential, develop habits of continuous learning and empowered to lead productive lives as responsible, caring and productive citizens in the community.

### **Mission**

The mission of the Queens Gateway to Health Sciences Secondary School is to prepare all students to perform proficiently, exceed academic standards, and find productive pathways to knowledge as they learn to live constructively together. Gateway, through the collaboration of school, home and community strives to develop high expectations for all students in an educational environment that is safe and nurturing. We are committed to the use of appropriate instructional expertise, guidance services, academic intervention services, and the use of technology to support teaching and learning. We will continue to provide a college preparatory program in the health sciences, while respecting and understanding the needs and diversity of our school community. We will achieve this through an enduring community partnership that celebrates success for all students, support teachers' professional learning, innovation and creativity in teaching, strong relationships between parents, students and staff, and high standards of performance for all students.

### **Strategic Partnership**

The Mission Statement addresses the need and expectation that all Gateway students will graduate with a Regents High School Diploma. The granting of a Regents endorsed diploma indicates a quality preparation for entry into college and the job market. The success of the students depends on the cooperation and participation of all stake holders. The collaboration with the Gateway Institute for Pre-College Education, Queens Hospital Center, York College, Queens College, and Mt. Sinai School of Medicine provides the resources to improved academic achievement, college readiness and career exploration.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code #:</b>

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
<b>Enrollment:</b>				<b>Attendance:</b>					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K									
Kindergarten									
Grade 1				<b>Student Mobility:</b>					
Grade 2				(% of Enrollment as of June 30)	2006	2007	2008		
Grade 3									
Grade 4									
Grade 5				<b>Eligible for Free Lunch:</b>					
Grade 6				(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing:</b>					
Grade 10				(Total Number as of June 30)	2006	2007	2008		
Grade 11									
Grade 12									
Ungraded Elementary				<b>Recent Immigrants:</b>					
Ungraded Secondary				(Total Number as of October 31)	2006	2007	2008		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions:</b>					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS									
				<b>Special High School Programs:</b>					
<b>English Language Learners (ELL) Enrollment:</b>				(Total Number)	2006	2007	2008		
(October 31)	2006	2007	2008	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs									
# receiving ESL services only				<b>Number of Staff:</b>					
# ELLs with IEPs				(As of October 31; includes all full and part-time staff)	2006	2007	2008		
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers					
				Number of Administrators and Other Professionals					
<b>Overage Students:</b>									
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals					
				<b>Teacher Qualifications:</b>					
<b>Ethnicity and Gender:</b>				(As of October 31)	2006	2007	2008		
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school					
American Indian or Alaska Native				Percent more than two years teaching in this school					
Black or African American				Percent more than five years teaching anywhere					
Hispanic or Latino				Percent Masters Degree or higher					
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)					
White									
Multi-racial									
Male									
Female									

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
<b>Overall NCLB/SED Accountability Status (2007-08):</b>		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>Individual Subject/Area Ratings</b>	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2007-08</b>		<b>Quality Review Results – 2007-08</b>	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	

*Note: Progress Report grades are not yet available for District 75 schools.*

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **Data Source: Progress Report**

Student Progress for English Language Arts (JHS) indicates the following:

- **1 Year of Progress:** 43.9% of our students made at least 1+ year of progress, which is 25.5% of the way from the lowest (37.6%) to the highest (62.3%) score relative to our Peer Horizon and 9.5% of the way relative to our City Horizon.
- **Average Change in Proficiency:** -0.12 is our average change in student proficiency, (Levels 3 and 4) which is 28.6% of the way from the lowest (-0.18) to the highest (0.03) score relative to our Peer Horizon and 51.7% of the way relative to our City Horizon.

Student Progress for Mathematics (JHS) indicates the following:

- **Average change in proficiency for Levels 3 and 4:** (-0.03) is our average change in student proficiency which indicates 44.8% of the way from the lowest (-0.16) to the highest (0.13) score relative to our Peer Horizon and 57.1% of the way relative to our City Horizon.
- **Percentage of lowest 1/3 marking 1 year progress in Mathematics:** 56.3% of students in the schools lowest 1/3 made at least 1 year's progress which is 16.0% of the way from lowest (50.6%) to the highest (86.3%) score relative to our Peer Horizon and 26.1% along the way relative to the City Horizon.

### **Data Source: Learning Environment Survey**

Learning Environment Communication:

- 6.2% is our calculated score on the communication aspect of the Learning Environment Survey which is 44.0% of the way from the lowest (5.1) to the highest (7.6) score relative to our Peer Horizon and 53.8% of the way relative to the City Horizon.

Learning Environment Engagement:

- 6.4% is our calculated score on the engagement aspect of the Learning Environment Survey which is 40.7% of the way from the lowest (5.3) to the highest (8.0) score relative to our Peer Horizon and 58.6% relative to the City Horizon.

### **Data Source: Quality Review Report**

Use assessment data more extensively to help staff set specific goals for individual students.

## **Greatest Accomplishments**

As indicated in the Quality Review, Queens Gateway promotes high levels of student achievement and has a thorough program of improving the quality of instruction, strongly led by the principal. Her drive for rigorous instruction based on program standards has led to high levels of engagement by students in their learning and considerable success in students moving on to medical careers. Staff work well together and benefit from professional development opportunities that they themselves have helped to identify. Collaborative work has also led to the construction of the school's goals. The school's inquiry team has been set up and is working.

Since the last Quality Review, the school has done much to move staff on in their utilization of data. Staff give a higher profile to the achievement and progress of individual students. Teachers administer common assessments regularly to provide consistent assessment data for analysis and use test information to adjust instruction and identify students in need of support. The administration is also now much more aware of the achievement of different groups of students. Much professional development has taken place to support better differentiation in classroom instruction. Pacing guides are in place in all grades to support standards-based instruction. More after-school programs are now in place to support academic programs.

We have established the Data Inquiry Team which is making significant progress in meeting the needs of targeted students.

Based on available results from the 2008 ELA standardize test, we identified 30 students for support in the skill area of reading comprehension. Using acuity students are assessed periodically to ensure that they will make 1 year progress especially those students who are currently at performance Levels 3 and 4.

## **Aids to Continuous Improvement**

A significant aid to our continuous school improvement can be attributed to the Inquiry Team process, which developed and sustained a community of inquiry. Our school community accepted the responsibility to teach/learn, establish, maintain and assess high standards on a regular basis. As a result of the Inquiry Team Process, our school community learned that focused intervention strategies, along with adolescent developmental approaches can help students achieve. Classroom teachers became more involved in sharing strategies and best practices in ELA.

Another significant aide has been the Periodic Assessment. Teachers analyzed, revised and reflected on student data, as well as, the instructional decisions based on the information compiled from student data, and planned activities to address the needs of their student population. Additional practices that were informed by the Inquiry Team process include the following:

- A target population of inquiry students was established and the sub-skill of reading comprehension was identified. Through teacher modeling, practice at making connections, visualization and other strategies, students became better at organizing their thoughts so that they could effectively interpret more difficult text.
- Teachers worked collaboratively to achieve the goals set at the beginning of the year.
- Team members worked within their roles and responsibilities as they began to increase their sense of ownership and accountability.
- A key learning of the Inquiry process was the ability to write a flexible action plan that addressed the needs of an individual student by identifying specific instructional strategies that could positively impact the child's achievement.
- Students' began to self-monitor their progress in ELA based on their individual goals.
- Teamwork was encouraged by uniting talents and strengths toward a common goal, and utilizing resources effectively.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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### **CONTENT SPECIFIC SMART GOALS**

Projected progress in English Language Arts and mathematics (JHS)

**SMART GOAL** – Based on the data from 2007-2008 NYS ELA assessment data, the percentage of students in grades seven and eight that will demonstrate at least 1+ year of progress will increase by 15% as indicated on the progress Report by June 2009.

**SMART GOAL** – By June 2009 the percentage of students in the lowest third will demonstrate progress toward achieving state standards in mathematics as evidenced by an increase of 15% of the students in the lowest third making at least 1+ year progress.

### **NON-CONTENT SMART GOALS**

**SMART GOAL** – BY June 2009 the Learning environment calculated scores for aspects of communication will increase by 0.5 as indicated in the Annual Progress Report.

**SMART GOAL** – BY June 2009 the Learning environment calculated scores for aspects of engagement will increase by 0.5 as indicated in the Annual Progress Report.

**SMART GOAL** – By June 2009, all teachers will develop a common system of formative assessment by identifying 8-10 essential learning outcomes per semester, per content area that will inform patterns of progress for students.

ANNUAL GOAL	DESCRIPTION
<p><b>SMART GOAL</b> - -- Based on the data from 2007-2008 NYS ELA assessment data, the percentage of students in grades seven and eight that will demonstrate at least 1+ year of progress will increase by 15% as indicated on the progress Report by June 2009.</p>	<p>After conducting the needs assessment the SLT determined that 56% of the students did not make at least 1+ year progress in ELA. This places us in the 25<sup>th</sup> percentile relative to our peer group and below our expectations for student progress in our school. Subsequently the SLT members decided that increasing the number of students making at least 1+ year's progress should be a priority for our school</p>
<p><b>SMART GOAL</b> - By June 2009 the percentage of students in the lowest third will demonstrate progress toward achieving state standards in mathematics as evidenced by an increase of 15% of the students in the lowest third making at least 1+ year progress.</p>	<p>After conducting the needs assessment the SLT determined that 42% of the students in the lowest third did not make at least 1+ year progress in Math. This places us in the 16 percentile relative to our peer group. They concluded that this performance is below expectations for student progress in our school. Subsequently the SLT members decided that increasing the number of students making at least 1+ year's progress should be a priority for our school</p>
<p><b>SMART GOAL</b> - BY June 2009 the Learning Environment calculated scores for aspects of communication will increase by 0.5 as indicated in the Annual Progress Report.</p>	<p>After reviewing the Learning Environment Survey, the SLT determined that in order for the school to receive a grade A, attention must be given to the participation and response rates of JHS /HS parents. For the JHS the score is 1.3 below the cut off score of 9.9 and for the HS the score is 8.0 which is 1.0 below the cut off score of 9.0. Therefore the SLT members felt it was necessary to include aspects of communication as one of the criteria for school progress.</p>
<p><b>SMART GOAL</b> - BY June 2009 the Learning environment calculated scores for aspects of engagement will increase by 0.5 as indicated in the Annual Progress Report.</p>	<p>After reviewing the Learning Environment Survey, the SLT determined that in order for the school to receive a grade A, attention must be given to the participation and response rates of JHS /HS parents. For the JHS the score is 1.3 below the cut off score of 9.9 and for the HS the score is 8.0 which is 1.0 below the cut off score of 9.0. Therefore the SLT members felt it was necessary to include aspects of engagement as one of the criteria for school progress.</p>
<p><b>SMART GOAL</b>– By June 2009, all teachers will develop a common systemic of formative assessment by identifying 8-10 Essential Learning Outcomes per semester, per content area that will inform patterns of progress for students.</p>	<p>After reviewing the Quality Review recommendations for assessment of student progress, the SLT members determined that there would be a need for a unified curriculum and testing for students in the same subject/grade level. The members agreed that this unified curriculum would target the Essential Learning Outcomes and inform teachers about what students will be able to learn and do. Teacher will align their assessments with the Standard Based ELO'S).</p>

## SECTION VI: ACTION PLAN

### English Language Arts

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on the data from 2007-2008 NYS ELA assessment data, the percentage of students in grades seven and eight that will demonstrate at least 1+ year of progress will increase by 15% as indicated on the Progress Report. This will be accomplished using available assessment tools including formative assessments by teachers, periodic assessment and state examination in Language Arts.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Professional Development.</b></p> <ul style="list-style-type: none"> <li>• Teachers will develop skills in using Interim Assessments, rubric for evaluations of students' work and use data for goal setting.</li> <li>• Teachers will receive professional development in differentiated instruction to meet the needs of different groups of learners.</li> <li>• Professional development will be provided by Consultants from the School Support Organization.</li> <li>• The Data Inquiry team will assist teachers in using the data to support instruction for targeted groups of students.</li> <li>• Students with skill deficiencies will be provided with extra support during the extended day program and 2 hours each week additional Academic intervention and Saturday Academy.</li> <li>• Additional support is for professional development will be provided during department and faculty conferences, as well as individual and group conferences with peers and supervisors to help teachers set individual goals for students.</li> <li>• Professional development is also provided between ELA and Foreign Language teachers to focus on common skills by grade levels.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding for Consultants is provided through the School Support Organization (CEI-PEA).</p> <p>Extended day and Saturday Academy teachers are supported through Contract for Excellence Funds.</p> <p>Assistant Principal is paid through Tax Levy.</p> <p>Inquiry Team is funded through Tax levy Dollars</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Students' Progress is evaluated by the use of periodic assessments. In September, teachers review students' data on the previous year's examination and use the data to create diagnostic inferences about students' needs and academic interventions.</p> <p>On-going formative assessments provide immediate feed-back to students about their progress.</p> <p>On going periodic assessments are also used as indicators of students ' progress during the year.</p>

**SECTION VI: ACTION PLAN**

**Mathematics**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009 the percentage of students in the lowest third will demonstrate progress toward achieving state standards in mathematics as evidenced by an increase of 15% of the students in the lowest third making at least 1+ year progress.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</b> <b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Supervisors and teachers will conduct school-wide learning styles surveys for every student</li> <li>• Supervisors and teachers will conduct pre-assessments of students using Previous Years performance indicators</li> <li>• Supervisors and teachers and teachers evaluate and revise practices based on interim progress reports.</li> <li>• Administer tests that assess the most critical topics, instructional goals and standards, such as Periodic Assessment (one per year per grade) and ITA assessment (two per year per grade).</li> <li>• All teachers will be provided with professional development in grade level meeting, department and faculty conferences, and professional planning times will be ongoing to design assessments to more accurately reflect what students know.</li> <li>• Teachers will use differentiated instruction based on students' achievement levels.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</b></p> <p>Funding for consultants is provided through the School Support Organization (CEI-PEA).</p> <p>Extended day and Saturday academy teachers is supported through Contract for Excellence Funds.</p> <p>Assistant Principal is paid through Tax Levy.</p> <p>Inquiry Team is funded through Tax levy Dollars</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>The establishment of a school-wide plan to measure students' outcome through-out the year. Students' attendance to AIS and Saturday academy. Teachers and supervisors use the results of the periodic assessments to diagnose and set goals for each student. School-wide vision for student improvement is shared with the students, teachers, and school community. Supervisors and teachers use ARIS as a source of data to evaluate what students know and are able to do.</p> <ul style="list-style-type: none"> <li>d) Evidence of department, teacher and student's goals and assessment records.</li> <li>e) Classroom observations</li> </ul>

**School Environment Survey-Aspects of  
Communication**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>SMART GOAL</b> – BY June 2009 the Learning environment calculated scores for aspects of communication will increase by 0.5 as indicated in the Annual Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p align="center"><u>Communication</u></p> <p>Continue to expand ways to inform the parents and students about school expectations, graduation requirement and the NYS standard for student achievement in different subject area.</p> <ul style="list-style-type: none"> <li>• Promote and expand attendance at meetings, conferences and training on student information system.</li> <li>• Continue publishing and mailing monthly newsletters to mail to parents and local community partners to maintain dialogue between school, home and community</li> <li>• Completion of the parent survey on the school site through planned activities</li> <li>• Provide a welcome atmosphere , school climate that promote and support family involvement</li> <li>• Continue the quarterly school newspaper</li> <li>• Monthly mailings, monthly calendar, student achievement recognition letters, website usage.</li> <li>• Develop and expand a systemic approach to reporting interim programs, for example electronic grade book</li> <li>• Individual goal setting in students with parental notification.</li> </ul> <p>Target Population – Grades 7 – 12</p> <p>Responsible Staff</p> <ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Assistant Principals</li> <li>• Website Manager</li> <li>• Teachers</li> </ul> <p>Fall 2008 Continuous</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Postage for monthly newsletters- OTS Funds Website Technician – Tax Levy Parent Coordinator is paid through Tax Levy Guidance Counselors are paid by tax levy College Counselor is paid by Tax Levy APPPS is paid by Tax Levy News Paper Advisor is paid by Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Faculty meetings and Department meetings on Strategies to communicate with parents.</b> <b>Curriculum Night, College Informational Night, College Fair</b> <b>Monthly Newsletters mailed to parents</b> <b>Attendance at open School Conference</b> <b>Parent Survey responses</b> <b>Log of teacher to home communication</b> <b>Teacher-Ease</b> <b>Number of parents contacting school</b> <b>Parent Coordinator’s record of home contacts.</b></p>

**School Environment Survey-Aspects of Engagement**

Subject/Area (where relevant):

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>SMART GOAL</b> – BY June 2009 the Learning environment calculated scores for aspects of engagement will increase by 0.5 as indicated in the Annual Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p align="center"><u>Engagement</u></p> <p>Promote and expand attendance at meetings, conferences, and training on student information systems,</p> <ul style="list-style-type: none"> <li>• Tap into parents' resources, specialized knowledge and skills for Career day college fairs.</li> <li>• Workshop resources in technology, Library resource, web-page, homework hot line as means to encourage parent engagement .</li> <li>• Conduct a parent survey.</li> <li>• Continue to provide community relations with the support of the parent coordinator.</li> <li>• Invite parents to participate in student activities: eg. Awards Night, Honor Roll Assemblies, Fall and Spring concerts.</li> </ul> <p>Parents of Students – Grade 7 – 12</p> <p>Responsible Staff</p> <ul style="list-style-type: none"> <li>• Parent Coordinator</li> <li>• Assistant Principals</li> <li>• Website Manager</li> <li>• Teachers</li> </ul> <p>Fall 2008 - Continuation</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Postage for monthly newsletters- OTS Funds Website Technician – Tax Levy Parent Coordinator is paid through Tax Levy Guidance Counselors are paid by tax levy College Counselor is paid by Tax Levy APPPS is paid by Tax Levy News Paper Advisor is paid by Tax Levy</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Action plan listing dates of activities Parental involvement in thanksgiving and Holiday feasts Parental attendance to PTA Staff attendance and participation in PTA Principal's attendance at parent Executive committee and relay information to parents on a monthly basis. Principal Open Forum opportunities at PTA</p>

**Student Assessment- Quality Review**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2009, all teachers will develop a uniform system of formative assessments by identifying 8-10 essential learning outcomes per semester, per content area that will inform patterns of progress for students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Supervisors and teachers will engage in professional development to develop at least three SMART instructional goals per department.</li> <li>• Supervisors and teachers will develop a curriculum that identifies 8-10 essential learning outcomes per content area per semester that all students will be able to do and learn</li> <li>• Supervisors and teachers will develop learning progressions and use the learning progressions by identifying enabling knowledge and skills to drive formative assessments in the classroom as evidenced to adjust teaching and learning practices.</li> <li>• Principal, supervisors and teachers will develop a plan for school-wide adoption of at least one level of formative assessment through professional development and professional communities per grade level per content area.</li> <li>• Teams of supervisors and teachers work on identifying and clumping content standards into clusters of manageable learning progressions.</li> <li>• Teacher supervisors and teachers define and target the learning outcomes or instructional goals such as depth of student understanding and desired high priority topics</li> <li>• Teams of teachers and supervisors work together in writing new or revised learning progressions.</li> <li>• Teachers coordinate curriculum and assessments to avoid repetition and provide new and more complex aspects of the subject from grade to grade. Teams of teachers and supervisors collaborate to focus on sequence of formative assessments</li> <li>• Teachers within a grade/content area will purposely link their curriculum aims to stated learning goals and common instructional goals and strategies.</li> </ul> <p>Parents of Students – Grade 7 – 12</p> <p>Responsible Staff</p> <ul style="list-style-type: none"> <li>• Assistant Principals</li> <li>• Website Manager</li> <li>• Lead Teachers</li> </ul> <p>Fall 2008 – Continuation</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teacher is paid by Tax levy Principals and Assistant Principal are paid by Tax levy Profession Development materials provided by school funding OTPS sources</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>On going department, faculty and grade level meetings to analyze curriculum aims, content knowledge and skills. Teachers' reported progress of writing essential learning outcomes Professional development for staff that supports the implementation of common curriculum, instructional strategies and assessments. Use of formative classroom assessments based on enabling knowledge and skills described in learning progressions. Professional development is sustained over the year. Samples of teachers' assessments that match learning targets and rubrics.</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2008-2009**

***Directions:*** All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note:** Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS**

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

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

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

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

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

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

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

*Part B. Description of Academic Intervention Services*

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>Use Kaplan Advantage Small group instruction/tutoring during the 37.5 minute, Tutoring after school and five Saturdays of regents' preparation before the Regents Examination.</b>
<b>Mathematics:</b>	<b>Use Kaplan Advantage to provide small group instruction during 37.5 minutes, tutoring after school and five Saturdays of test prep before the state exam.</b>
<b>Science:</b>	<b>Use measuring up science prep books to provided small group instruction during the 37.5 minutes and five Saturdays of test prep before the state exam.</b>
<b>Social Studies:</b>	<b>Use test prep review book to provide tutoring during the 37.5 minutes and five Saturdays of test prep before the state exam (8<sup>th</sup> Grade)</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	N/A
<b>At-risk Services Provided by the School Psychologist:</b>	N/A
<b>At-risk Services Provided by the Social Worker:</b>	N/A
<b>At-risk Health-related Services:</b>	N/A

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

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

*The school currently has no ELLS in the event that we receive ELL and/or Former ELL we will provide all services as per CR154. We will also provide full instructional program including certified teacher, appropriate materials, use of Native language support in the school. Compliance with all Parent orientation procedures as well as transitional support for ELLs and any other such requirements indicated on the LAB worksheet. LAB committee will be formed.*

*Queens Gateway has 15 former ELL all of whom were tested out by 2005. All former ELL's scored a 3 or higher on their ELA and Math assessment. None of them need extra support based on their former status.*

### **Part B: CR Part 154 (A-4) Bilingual/ESL Program Descriptions**

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Type of Program: \_\_\_ Bilingual \_\_\_ ESL \_\_\_ Both (N/A) Number of LEP (ELL) Students Served in 2007-08: \_\_\_\_\_ 0 \_\_\_\_\_  
(No more than 2 pages)

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction: **N/A**

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

*The school currently has no ELL's, but in the event that we receive them, we will follow all CR Part 154 regulations in terms of staffing, parent orientation and selection process. Also, all core curriculum and extracurricular activities will be offered to ELLs.*

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B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate. **N/A**

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

*The DOE's translation unit is used to service any parents with language needs.*

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school. **N/A**

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. *N/A However, upon receipt of ELLs the appropriate staff development activities will be enacted*

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

*N/A appropriate structures will be put in place to service the students.*

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

*Currently we have no ELLs.*

**Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08**

School Building: \_\_\_\_\_ Queens Gateway \_\_\_\_\_ District \_\_\_\_\_ 28 \_\_\_\_\_

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
						N/A

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

**Part D: CR Part 154 – Sample Student Schedules**

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

# SAMPLE STUDENT SCHEDULE 2008-09 (ESL) N/A

ESL Program Type:        \_\_\_ Free-Standing    \_\_\_ Push-in        \_\_\_ Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning        \_\_\_ Intermediate    \_\_\_ Advanced

School District: \_\_\_\_\_ 28 \_\_\_\_\_

School Building: Queens Gateway

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

# SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual) N/A

Bilingual Program Type:        \_\_\_ TBE                    \_\_\_ Dual Language  
 Indicate Proficiency Level:    \_\_\_ Beginning        \_\_\_ Intermediate        \_\_\_ Advanced

School District: \_\_\_\_\_ School Building: \_\_\_\_\_

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>2</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>3</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>4</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>5</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>6</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>7</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>8</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>9</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
<b>10</b>	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

**Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009**

**Form TIII – A (1)(a) N/A**

**Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP**

**Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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**N/A**

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

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**N/A**

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation: N/A</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	N/A	
Purchased services such as curriculum and staff development contracts	N/A	
Supplies and materials	N/A	
Travel	N/A	
Other	N/A	
<b>TOTAL</b>	N/A	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

**We analyzed the home language survey report in ATS the (RHLA) to identify students whose home language is not English**

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

**Of the 625 students, we found that: 61 students' home language is Spanish, 54 students' home language is Bengali, 14 students' home language is Punjabi and 11 students' home language is Urdu**

#### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**The DOE's Translation & Interpretation Unit will be utilized to translate meeting dates, memos and notices to parents. DOE vendor will be utilized for translation services not rendered by the DOE's Translation & Interpretation unit.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**The Dial up service of the DOE's translation and Interpretation unit will be utilized upon request of the parents.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Parents are notified via mail of the availability of translation services during Parent Teacher conferences. The school posts a sign explaining the availability of translation and interpretation services in the covered languages. School Safety agents are provided with multi-lingual cards to assist parents seeking translation/interpretation services**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

THIS APPENDIX WAS DELETED BECAUSE IT DOES NOT APPLY TO THIS SCHOOL.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)**

THIS APPENDEX WAS DELETED BECAUSE IT DOES NOT APPLY TO THIS SCHOOL.

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

THIS APPENDEX WAS DELETED BECAUSE IT DOES NOT APPLY TO THIS SCHOOL.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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For the 2008-2009 school year, Queens Gateway will review and reflect on the findings from the audits of the written, tested, and taught curriculum that were conducted for the areas of English Language Arts and math in response to an NCLB/SED-mandated process.

A school based committee will be formed to assess whether these findings are relevant to our school’s educational program. The committee will meet on a monthly basis. Committee members will include the Principal, Assistant Principal in charge of English Language Arts, Literacy Coach, Data Specialist and representatives from the Inquiry Team and School Leadership Team. Each meeting will focus on an alignment issue identified in the Findings from Audits of the Written, Tested, and Taught Curriculum in English Language Arts and Mathematics such as:

## **ENGLISH LANGUAGE ARTS**

### **Key Finding 1: CURRICULUM**

#### 1A: ELA Curriculum

- Gaps in the Written Curriculum
- Curriculum Maps
- Taught Curriculum
- ELA Materials

### **Key Finding 2: INSTRUCTION**

#### 2A: ELA Instruction

- Direct instruction as the dominant instructional orientation for ELA instruction
- High academically focused class time

**DRAFT – MAY 12, 2008**

- Student engagement in ELA classes.
- Independent seatwork

**Key Finding 3: TEACHER EXPERIENCE AND STABILITY**

3A: ELA teacher experience and stability

- Teacher turnover
- Percentage of new and transfer teachers each year

**Key Finding 4: PROFESSIONAL DEVELOPMENT – ENGLISH LANGUAGE LEARNERS**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 5: DATA USE AND MONITORING – ELL INSTRUCTION**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 6: PROFESSIONAL DEVELOPMENT – SPECIAL EDUCATION**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPs for students with Disabilities)**

Not applicable because Queens Gateway does not have this population of students.

The committee will review the CEP and other relevant data sources to determine the applicability of each finding to the school’s English Language Arts program. The results of this assessment process will be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of English Language Arts.

**MATHEMATICS**

**Key Finding 1: CURRICULUM**

1B: Math Curriculum

- Alignment of our Mathematics curriculum [7-12] with the New York state content strands in the areas of measurement and geometry and number sense and operations.
- Alignment of Impact Mathematics instructional materials to the New York state process strands for Mathematics.
- Depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

**Key Finding 2: INSTRUCTION**

2B: Math instruction

- High academically focused class time in mathematics classrooms.
- High level of student engagement in mathematics classrooms.
- Degree of direct instruction in mathematics classrooms.
- Use of technology in mathematics classrooms.

**Key Finding 3: TEACHER EXPERIENCE AND STABILITY**

3B: Math teacher experience and stability

- Rate of teacher turnover.
- Percentage of new and transfer teachers each year.

**Key Finding 4: PROFESSIONAL DEVELOPMENT – ENGLISH LANGUAGE LEARNERS**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 5: DATA USE AND MONITORING – ELL INSTRUCTION**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 6: PROFESSIONAL DEVELOPMENT – SPECIAL EDUCATION**

Not applicable because Queens Gateway does not have this population of students.

**Key Finding 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPs for students with Disabilities)**

Not applicable because Queens Gateway does not have this population of students.

The committee will review the CEP and other relevant data sources to look for gaps in the alignment of the Mathematics curriculum with the New York state content and process strands for Mathematics with emphasis on the 7 key findings identified above.

The results of this assessment process will be shared at our instructional team meetings, School Leadership Team meetings, with parents at a PTA meeting, with staff at Faculty and Department Meetings and with our Senior Achievement Facilitator and Network Leader. This assessment process will determine the degree to which the Curriculum Audit findings are relevant to our school educational program in the area of Mathematics.

## CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.  
Thank you!

Submit date: **Jul 16, 2008**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	28q680
School Name	Queens Gateway
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 38,639
Principal Name	Cynthia Edwards
Principal Email	CEdward1@schools.nyc.gov
Principal Phone	7187398080

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes  
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes  
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	\$ 38,639
Summer School Programs	
Dedicated Instructional Time	
Individualized Tutoring	

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

To Support low performing students

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of program hours, increase in the number of students served, etc.)

Additional support after school

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time, instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

Yes

No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

Yes

No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

Yes

No