



**THE GATEWAY SCHOOL
OF ENVIRONMENTAL RESEARCH AND TECHNOLOGY**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 08X295
ADDRESS: 1980 LAFAYETTE AVENUE
TELEPHONE: 718-824-9327
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X295 **SCHOOL NAME:** The Gateway School of Environmental Research and Technology

SCHOOL ADDRESS: 1980 Lafayette Avenue, Bron, New York 10473

SCHOOL TELEPHONE: 718-824-9327 **FAX:** 718-824-4368

SCHOOL CONTACT PERSON: Clifford Siegel **EMAIL ADDRESS:** Csiegel22@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Clifford Siegel (Primary) The Team Chairperson Rotates through the committee.

PRINCIPAL: Clifford Siegel

UFT CHAPTER LEADER: Theresa Hardaway

PARENTS' ASSOCIATION PRESIDENT: Damaris Ortega

STUDENT REPRESENTATIVE: Angela Almonte
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 08 **SSO NAME:** Leadership Learning Support Organization

SSO NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Clifford Siegel	*Principal or Designee	Signature on file
Theresa Hardaway	*UFT Chapter Chairperson or Designee	Signature on file
Damaris Ortega	*PA/PTA President	Signature on file
Damaris Ortega	Title I Parent Representative <i>(suggested, for Title I schools)</i>	Signature on file
Yesenia Lopez	Parent Representative	Signature on file
Raul Giasante	Parent Representative	Signature on file
Angela Almonte	Student Representative	Signature on file
Brian Giasante	Student Representative	Signature on file
Ruth Hallmond	Member/Assistant Principal	Signature on file
Keri Rodgers	Member/Teacher	Signature on file
Steve Oszust	Member/Teacher	Signature on file
Glenda Melendez	Member/Parent Coordinator	Signature on file

Signatures of the members 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.

* Core (mandatory) SLT members.

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.

The Gateway School of Environmental Research and Technology attracts students interested in learning about the environment with emphasis placed on science and math. Students are challenged to prepare for college and career, and to be competitive and socially responsible. Emphasis is placed on evolving coherency across the school infusing the mission and vision of the school in all disciplines with focus on personalization of school, rigorous instruction, and college preparation.

Clearly defined expectations of learning and behavior enable our students to achieve success in meeting the standards for promotion, Regents diploma, and graduation. We seek a balance between developing strong academic skills and social responsibility. A personalized learning environment provides an umbrella under which our students will mature to meet academic and social challenges. For example: Students participate in environmental and social justice forums in social studies classes to voice opinions on a variety of local and global concerns. A new Coordinator of Student Activities (COSA) will establish a student government and promote activities that stimulate academic and social enrichment both during and outside the school day.

A strong guidance, college advisory, and internship program prepares our students for the rigor of college admission and the application process. The school-based Counselors Advisory Committee explores a variety of academic and social growth issues to develop recommendations for successful student outcomes for individual students, grade levels, and student body as a whole. The Leadership Advisory Cohort (LAC) program provides academic support and counseling for Special Education and English Language Learner students identified as lowest third and at-risk. The Bronx Institute Gear-up Program targets 9th grade students providing advisories, one-to-one pull-out support, and after-school tutoring and Regents preparation classes. The North Bronx Hospital internship program provides hands-on work experience to the most at-risk students. The school's partnership with The College Summit Program facilitates college preparatory training of staff to work with students to promote college awareness, interest, and opportunities. This college readiness and preparation program is successful in assisting students to complete the college application process, achieve scholarships, and receive acceptances to colleges such as SUNY, CUNY, West Point Military Academy, Cornell University, Colgate College and Kalamazoo College.

The Gateway School sets high expectations for instruction. A Rubric for Excellence in Instruction promotes academic rigor and instructional best practices that are aligned to the standards for learning. Teachers collaborate in departmental focus groups and teacher teams to discuss instructional strategies to improve the learning performance of at-risk students and to use data inquiry both formative and summative to support that effort. Tools such as the LLSO developed Data Tool, ARIS and Acuity is incorporated. Professional development time is the enabler for forums on improving student learning outcomes.

School community partnerships include an active Parent Association with Parent Coordinator support; Lead Partner collaboration with the Gateway Institute for Pre-College Education for professional development; College Summit for college readiness program, North Bronx Hospital internship program, Bronx Institute Gear-up Program with full-time in-house intervention services; Leadership Learning Support Organization for guidance on academic and professional issues.

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Gateway School for Environmental Research and Tech							
District:		8	DBN:	08X295	School BEDS Code:	320800011295			
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7		11	√	
	K		4		8		12	√	
	1		5		9	√	Ungraded	√	
	2		6		10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			81.9	80.1	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0					
Grade 2		0	0	0					
Grade 3		0	0	0					
Grade 4		0	0	0					
Grade 5		0	0	0					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		164	188	184					
Grade 10		138	158	166					
Grade 11		45	69	78					
Grade 12		67	59	77					
Ungraded		0	0	1					
Total		414	474	506					
Student Stability - % of Enrollment:					Poverty Rate - % of Enrollment:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		90.0	91.2	TBD			62.5	64.8	TBD
Students in Temporary Housing - Total Number:					Recent Immigrants - Total Number:				
<i>(As of June 30)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
		6	22	TBD			7	3	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		23	40	37	Principal Suspensions		59	78	TBD
# in Collaborative Team Teaching (CTT) Classes		15	26	33	Superintendent Suspensions		10	25	TBD
Number all others		29	28	36					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		N/A	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		30	27	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		53	56	67					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	5	5	19	Number of Administrators and Other Professionals	9	8	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	3	TBD	
Overage Students (# entering students overage for grade)				Teacher Qualifications:				
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	27	28	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD	
				% more than 2 years teaching in this school	36.7	59.3	TBD	
				% more than 5 years teaching anywhere	53.3	59.3	TBD	
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher				
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	93.0	93.0	TBD	
American Indian or Alaska Native	0.2	0.0	0.0		87.0	100.0	TBD	
Black or African American	35.0	36.7	33.4					
Hispanic or Latino	57.5	57.6	60.3					
Asian or Native Hawaiian/Other Pacific Isl.	5.8	4.9	4.3					
White			0.2					
Male	67.4	63.3	61.5					
Female	32.6	36.7	38.5					
2009-10 TITLE I STATUS								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10				
	√	√	√	√				
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School (Yes/No)	If yes, area(s) of SURR identification:							
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:								
	Phase			Category				
	In Good Standing (IGS)			Basic	Focused	Comprehensive		
	Improvement Year 1					√		
	Improvement Year 2							
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2							
	Restructuring Advanced							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		ELA:				X	
Math:		Math:				X	
Science:		Graduation Rate:				√	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	√	71
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-	-		
Hispanic or Latino				√sh	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√sh	√		
Student groups making AYP in each subject				2	2	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	51.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.1			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	28.6						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
				◊ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?
-

Identifying Trends

Based on the last and most recent progress report (2007-2008) and current school data, trends indicated by the data shows that The Gateway School's continues to make progress towards greater student performance, especially in credit accumulation categories. The focus of the school still remains to make positive gains in Global History with extra support for English Language Learners (ELL's). Effort is also being made to provide extra support in science as ELL's have difficulty understanding science principles. However, as the school has been cited as a School in Need of Improvement in English Language Arts (ELA) and Math, a concerted effort will be made to encourage more students to sit for the Regents exam and move more students from performance level 2 to level 3 in both subject areas..

Significant Accomplishments

Since The Gateway School's inception as a program in 2003 and as a high school in 2004, a number of accomplishments can be stated. The student population representing a diverse cross-section of New York City students (predominantly from the Bronx) increased from 75 to 507 in six years. Included in our student population are 106 special education students, and 78 English Language Learners. Our professional and dedicated staff increased from 5 to 63 employees. As one of seven campus schools occupying the building site, we grew from 5 to 22 classrooms plus office spaces.

As a campus school, the principal has forged collegial relationships with other principals through the Campus Building Council. The council is the hub for collaborating on operational, academic, and matters concerning the progress and functionality of each school and all schools collectively.

The Gateway School staff is dedicated to improving student performance, and as our Mission and Vision articulates, we work hard to provide a personalized learning environment, one in which instruction is rigorous and prepares ours students college and career. We are all stakeholders and we model that common strand for our students so that they become stakeholders too.

Student performance data is disseminated to school staff. Learning how to use data is a work in progress and an on-going education for staff. The data tool developed by the District 8 Leadership Learning Support Organization (LLSO) compliments ARIS and Acuity data systems as well as Department of Education ATS and HSST systems. Regular professional development workshops are provided to staff to demonstrate the use of these data programs for the purpose of identifying at risk students and discussing strategies to improve outcomes. This is evident in the recent process of

identifying the lowest third performing students in each teacher's subject classes. The purpose of which was to write instructional improvement plans that assist in developing differentiated strategies for learning.

Attendance and tardiness is a high priority of the school. To improve attendance, a rigorous attendance outreach program has been established. This includes an attendance coordinator and assistant, an attendance teacher, and participation of the parent coordinator in attendance outreach. The School Messenger voice messaging system is used to place calls to parents and guardians of students who are absent from school to inform parents of their child's non-attendance. The system draws data daily from ATS. The system is used for other school announcements.

Our greatest accomplishment to-date is the placement of students in college. Many of our students have been accepted to colleges with substantial scholarships. In Cohort 2009, five students were accepted by Kalamazoo College with full four-year \$360,000 scholarships. We are also proud of an alumnus of the school from our first cohort who is now in the second year at West Point Military Academy.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.

SMART GOAL #1 By June 2009, the school will create a coherent school community with academic support to improve learning.

- 100% of core subject teachers will write a syllabus and distribute to students.
- 100% of core subject teachers will write an instructional improvement plan for identified lowest third students in their classes.
- 50% of all students will know the school mission by June 2010
- 65% of all students will know the school pledge by June 2010.

SMART GOAL #2 To improve the performance of the "middle third" of the student population.

- There will be a 5% over-all improvement in the middle third students Regents scores from 2008-2009 in ELA and Math.

SMART GOAL #3 To increase student participation in school enrichment activities.

- Students from each grade level will participate in school enrichment activities including clubs, tutoring, credit recovery, and Regents preparation classes.

SMART GOAL #4 To provide a safe and effective learning environment for all students.

- In the NYC School Survey for 2009-2010, the school will increase its score from 5.7 to 6.0 in the category of Safety and Respect.
- Teacher and student respondents will increase to 50% or greater.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, 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.

Subject/Area (where relevant): School Coherency

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create a coherent community with academic support to improve learning.</p>
<p>Action Plan 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"> • Teachers of core subjects will write a syllabus with a calendar of implementation for each of the fall and spring terms. The syllabus is subject to review and revision. • Students will receive a copy of the syllabus for each of their core subjects. • Core subject teachers will write an instructional improvement plan for identified lowest third performing students in each of their subject classes. • To better serve the English Language Learner, ESL teachers will implement a school-based curriculum standard, mandating higher performance standards. • Professional development time will be made available to teachers to collaborate on strategies to implement instructional improvement plans and accomplish curriculum goals. • Departmental teacher teams will use professional development time to collaborate on best practices to align lessons to curriculum and standards for learning. • External partnerships (Bronx Institute Gear-Up program) will implement an advisory and pull-out program for 9th grade students. • The school mission and vision will be infused in all subject classes throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development will take place on Department of Education designated calendar days and during shortened school days permitted within the parameters of required instructional time. Professional development activities outside of the school day will be funded.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The following will be reviewed at the start of each of the fall and spring terms or as needed:

- Subject syllabus
- Instructional improvement plans
- ESL curriculum supplement
- Impact of external partnerships on student performance and progress
- Implementation or re-enforcement of the infusion of the mission and vision of the school across disciplines.

Subject/Area (where relevant): Regents Performance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To Improve the performance level of the middle third of the student population. There will be a 5% overall improvement in the middle third students Regents scores from 2008-2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> • In addition to regular classes, students will be programmed for Regents preparation classes. • Push-in/and Pull-out for target students in need of additional support will take place during the school day. • After-school Regents preparation classes will focus on skills in core discipline subjects where Regents exams are scheduled. • A Regents format diagnostic will be administered to students to identify middle third students and area of weakness at least once each term. • Curriculum will be reviewed and modified to address the needs of students who scored low on the exam and weakness identified.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Professional development will take place on Department of Education designated calendar days and during shortened school days permitted within the parameters of required instructional time. Professional development activities outside of the school day will be funded.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Classroom assessments, report cards, interim diagnostics will be used.</p>

Subject/Area (where relevant): Student Engagement in School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p>To increase student participation in school activities. Engage each grade level in activities that support and strengthen student participation in developing a coherent interactive school community.</p>
<p>Action Plan 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"> • Students will develop a voice in the school community through active participation in student government. • Students will participate with their teachers in a social justice forum/town hall meeting on a monthly basis. • Students will participate in a school-wide general assembly to focus on school and campus-related issues. • Students will participate in field days, field trips, college campus visits and school thematic events such as “Earth Day.” • Partnerships will be established so that students can engage in activities that meet the environmental mission of the school. • Students will have opportunities to participate in the creation of school clubs and their implementation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>A Coordinator of Student Activities (COSA) will facilitate school activities and engage students across grade levels in planning, implementation, and participation. Funding for materials and planning will be provided.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student clubs, field trips, and other school-appropriate educationally sound activities.</p>

Subject/Area (where relevant): Safety and Discipline

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Describe your goal.</p> <p>To provide a safe and effective learning environment for all students. The score on the ___?___ in the student learning environments survey will increase by ??% over the previous year or at least by .6.</p>
<p>Action Plan 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"> • Provide for administration of school safety and discipline. • Employ additional school staff to serve as Deans to enforce the Chancellor’s Discipline Code and facilitate the safety and discipline needs of a growing school population. • Encourage dialogue between staff and students to promote a closer and more coherent community. • Provide in-class guidance workshops to address social and behavioral issues • Create opportunities for students to have a voice on school issues. • Communicate with parents to ensure their involvement and support of school efforts.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The employment of additional pedagogical staff will impact on school tax levy funding. Staff employed as deans will work a contractual school day. Professional development and training will be provided.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly Incident Location Summary report from the OORS reporting system.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	60	66	35	40	50		26	
10			34	50	50		25	
11	100	83	45	87	125		25	
12	50	43	28	35	109		25	

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p>Small group instruction or one-to-one tutoring for students during student lunch time (working lunch), resource room; push-in/push-out support in content area subject periods; peer tutoring during the school day; academic counseling; social worker counseling; SBST support; after school credit recovery program; regents preparation classes during and after the school day; summer credit recovery program.</p>
<p>Mathematics:</p>	<p>Small group instruction or one-to-one tutoring for students during student lunch time (working lunch), resource room; push-in/push-out support in content area subject periods; peer tutoring during the school day; academic counseling; social worker counseling; SBST support; after school credit recovery program; Bronx Institute Gear-Up regents preparation classes during and after the school day; after-school tutoring; summer credit recovery program.</p>
<p>Science:</p>	<p>Small group instruction or one-to-one tutoring for students during student lunch time (working lunch), resource room; push-in/push-out support in content area subject periods; peer tutoring during the school day; academic counseling; social worker counseling; SBST support; after school credit recovery program; Bronx Institute Gear-Up regents preparation classes during and after the school day; make-up science lab classes during and after the school day; Bilingual Living Environment class for ELL students in addition to content class; summer credit recovery program.</p>
<p>Social Studies:</p>	<p>Small group instruction or one-to-one tutoring for students during student lunch time (working lunch), resource room; push-in/push-out support in content area subject periods; peer tutoring during the school day; academic counseling; social worker counseling; SBST support; after school credit recovery program; regents prep classes during and after the school day; bilingual class for ELL students; ELL student after-school tutoring; summer credit recovery program.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Academic counseling; Mandated counseling for Special Education students; ELL counseling; parent outreach; LAC support; referrals SBST support services.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Interview; evaluations; counseling and mandated reporting.</p>

At-risk Services Provided by the Social Worker:	Counseling facilitated by the social worker and college advisory teacher; pupil personnel committee review and recommendations; school counselors advisory committee of counselors, social worker; IEP teacher, college advisor; parent outreach.
At-risk Health-related Services:	Education Paraprofessional staff have been hired to service students mandated by their IEP's for specific needs; referrals to other support services.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 9-12 Number of Students to be Served: 78 LEP _____ Non-LEP _____

Number of Teachers 2 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.

The instructional program for ELL students at The Gateway School will prepare students for college and career, and empower them with the knowledge and skills to appreciate, preserve, and protect the environment in which they live. This is aligned to the school’s mission and vision. The Gateway program of instruction will enhance our ELL students’ self-esteem, promote cross-cultural understanding, and provide equal opportunity for academic achievement. Students will learn in a supportive, safe, academic environment that will allow students to align their academic success with the standards required for grade promotion and graduation. The personalized environment of The Gateway School will nurture and encourage the ELL student to achieve successful outcomes.

The Gateway School's ELL curriculum will correlate with the five standards outlined in the New York State ESL Learning Standards.

Standard 1: Students will listen, speak, read and write in English for information and understanding

Standard 2: Students will listen, speak, read and write for literary response, enjoyment and expression.

Standard 3: Students will listen, speak, read and write in English for critical analysis and evaluation.

Standard 4: Students will listen, speak, read and write in English for classroom and social interaction.

Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

Students will study English, Math, Science, Social Studies, and Spanish as a required language component. The instructional program is interdisciplinary across the curriculum to re-enforce literacy skills and infuse the environmental focus of the school. In all subject areas including core subjects and electives, listening, speaking, reading, and writing are re-enforced through implementation of the Point of Entry Model (P.O.E.M.), Balanced Literacy, and differentiated learning strategies. The ELL student will be constantly immersed in language acquisition. Technology will be made available to accelerate language acquisition. A mobile computer lab will be provided to the ELL teachers. After-school tutoring will be made available to assist students in improving their skills and preparing for Regents exams.

To assist students, The Gateway School will provide a bilingual teacher in Social Studies and Science that will be of great benefit to "beginner" ELL students with the most limited language abilities. The teachers' program is flexible and allows for collaborative team teaching (CTT) or "push-in." In the team teaching model, the co-teachers will plan and/or collaborate on preparation and/or professional activity periods, or before or after the school day. This time will be used for meaningful discussion including assessing the student's strengths and weaknesses and planning strategies to improve learning.

In the push in approach, the teacher will work closely with individuals to assist and guide them through the lesson supporting and encouraging them to achieve learning outcomes on their own. In addition, the ELL teacher will have opportunities to assist students in skills classes or during an individual advisory or small tutorial setting ("pull-out"). This will enable the teacher to provide extra enrichment on a need basis during a fifth forty-eight minute instructional period. Additional support may be available to students during the student lunch period or after-school advisory/tutorial sessions.

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.

Professional development will be provided to all teachers and especially teachers of ELL students whose daily contact in the classroom will affect their language acquisition skills and success. This will take place during teacher preparation periods, common teacher professional activity periods and at times otherwise permitted within the scope of the school day and outside of the school day. The ESL teacher will have a common period with other teachers to collaborate on effective approaches to best meet the needs of students. Teachers will also participate in professional development workshops and conferences including those provided by the Leadership Learning Support Organization. (LLSO).

Clifford Siegel
Principal

Lucille DiMeglio
Assistant Principal

Ruth Hallmond
Assistant Principal



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LAP Plan Narrative: CEP Appendix 2

1. The Gateway School’s admission entry point is through the Guidance Office. All new students are interviewed by either of the two guidance counselors, Erika Blum and Marla Feldman. If it appears language services may be necessary, one of the two ESL teachers, Ryan O’Connell and Linda Manalili joins the interview. At this time the required documents are given to the student and parent, and arrangements are made to administer the LAB-R if necessary. If the student has previously taken the NYSESLAT those results are used for the initial placement of the student in the Gateway School ESL program.
2. During the interview process the ESL teacher and Guidance Counselor describe the three options available to the student.
3. During the interview process the entitlement letters are presented to the parents of the student in a packet and each of the forms are reviewed together with the counselor and teacher. Reliable mailing addresses are elicited at this time to ensure additional forms can be sent in a timely matter if the originals are lost or misplaced.
4. The Gateway School ESL teacher and Guidance Counselor reviews all transcripts and any other academic documentation the student provides at the initial meeting to ensure the best placement for the student. A report is run to acquire all previous testing data on the student, and NYSESLAT scores are reviewed. If a student arrives with no formal testing, arrangements are made to administer the LAB-R in a timely manner.

5. All 60 current ELLs at the Gateway School have made the freestanding ESL program their selection.
6. The parents of the Gateway ELLs understand the value of their children receiving instruction in English, and how this instruction is a crucial component to their future academic success. For this reason the parents and families of the Gateway ELLs are encouraged to play a central role the school community. Parent teacher conferences, frequent phone calls to home, and regular mailing are sent to the homes of the students. The feedback received from these channels indicates that the Gateway School is addressing the parent's requests.

Part III: ELL Demographics

Programming and Scheduling

1. The Gateway School provides a freestanding ESL program to 60 students.
 - a. There are two organizational models employed at the Gateway School. For students in the 9-11th grades self contained ESL classes are used. For the 12th grade ELLs, a collaborative team teaching model is used.
 - b. The Gateway school uses a homogeneous program model for its ESL program.
 2. Each of the two ESL teachers teach three (3) different classes for five (5) periods
A day for a total of six (6) distinct courses offered over ten (10) periods.
 3. The Gateway School provides a homogeneous program model in all content areas. Content is made comprehensible through instruction in English with supplemental learning materials provided when needed in order to enrich English language acquisition
 4. The two instructional models employed at the Gateway School:
 - a. self-contained ESL classes for grades 9-11
 - b. collaborative team teaching for grade 12 ELLs are provided in a homogeneous program model setting.
- Differentiated instruction for the ELL subgroups:
1. newcomers
 2. 4-6 year ELLs
 3. Long-Term ELLs
 4. Special Need ELLs
- The instruction is provided through aforementioned program models with units of support for all ELLs that far exceed the mandated number of required units. This instructional plan ensures that ELLs are prepared for ELA testing after one year as required by NCLB.
- 5 The Gateway School has targeted the performance of ELLs in all content areas of the Regents Examination to be in need of improvement. To meet this need ELLs are provided with additional class time in the form of PM School and Regents Prep courses offered throughout the academic year.

6. There are currently (3) ELLs at the Gateway school entitled to continuing transitional support. These students have consulted with each of their language instructor in order to devise a plan of instruction that will assist their passing of the English Regents. This plan includes a combination of skill classes during the school day and tutoring session after school.
7. The Gateway School has created a partnership with the Gear Up program which will assist in the creation of new programs designed to address the needs of the ELL population.
8. No current services are being discontinued.
9. ELLs are included in every school program. They are a vital part of the Campus Varsity Sports Program, and also participate in the College Summit Program which enables the ELLs to complete all of the necessary documents required for college application.
10. ELLs are exposed to rich library of written resources, as well as a designated bank of laptop computers at their disposal. Each student is required to have a USB drive so that they can create multimedia projects. Smartboards and LCD projects are readily available for use in ESL classes.
11. Each ESL class is equipped with translation dictionaries and the laptops provide necessary translation programs to each individual ELL.
12. All ELL programs support and correspond to age and grade levels.

13. The Gateway School uses the Bridge Academy Program to assist the transition of incoming freshman during the summer months to acclimate the new students to the experience of a high school setting.

14. The Gateway School currently offers an Honors Spanish program for any ELL that qualifies.

Professional Development for Staff

1. Professional development will be provided to all ESL teachers. This will take place during teacher preparation periods, common professional activity periods, and at times otherwise permitted during the school day. The teachers will participate in the professional development workshops and conferences provided by the Bronx BETAC and Leadership Learning Support Organization (LLSO).
2. The Gateway School uses the Bridge Academy Program to assist the transition of incoming freshman during the summer months to acclimate the new students to the experience of a high school setting.

3. The teachers will participate in the professional development workshops and conferences provided by the Bronx BETAC and Leadership Learning Support Organization (LLSO).

Parental Involvement

1. Parent involvement is central to the effectiveness of the ESL program of The Gateway School.
2. The Gateway School is currently working in partnership with the Gear Up Program. This program is providing financial, technical and staff support for additional ESL services. This includes, but is not limited to providing 25% of the student population with laptops as well as providing funds to create alternative and additional programs to support the specific needs of the ELLs.

3. Frequent communication between the parents of ELLs and The Gateway School is utilized to recognize the important bond between teacher and parent.
4. Along with meeting the needs expressed by the parents in the initial meetings, The Gateway School provides an environment that encourages the families of the ELLs to play an ongoing role in the academic achievement of the students. The Gateway School has a strong and involved parent teacher association that advocates on behalf of the students' parents.

Part IV: Assessment Analysis

1. According to the data, there is a direct correlation with students' performance on the NYSESLAT and performance on the ELA Regents exam. The data shows that 15 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 21 English Regents candidates, none were able to score 65 or higher.
2. It is evident from the results that instruction must focus on the improvement of the students reading/writing skills. Within this set an even greater concentration of the instruction must focus on improving the students' ability to write. The writing instruction will concentrate on the standards of ELA which should increase performance on the English Regents.
3. The data shows that 15 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 21 English Regents candidates, none were able to score 65 or higher.
 - a. It is evident from the results that ELLs perform better on Regents Exam than in the native language. This conclusion is taken from the analysis of the 23 ELLs who have taken the Living environment Regents. Of these 23 10 opted to take the exam in English while 13 chose their native language. This choice resulted in a 50% passing rate in English while less than 25% passed in their native language.
 - b. The results of the periodic assessments allow the school to make any up to the moment programming changes for students who may be affected.
 - c. According to the results of the periodic assessments the students have shown progress along an acceptable improvement paradigm. Native Language is employed only in learning situations when its use is needed.
5. The Gateway School will use an increase in ELLs passing rates on the English Regents Exams to evaluate the success of our programs.

Form TIII – A (1)(b)

School: 08X295 BEDS Code: 320800011295

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

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$3,000	Up to 71 hours of per session for ESL and General Ed teacher to support ELL Students after school programs: 71 hours x \$41.98
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$3,000	

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

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.

Many of the 78 English Language Learners parents or guardians require translations services. This data is obtained through the ATS system.

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.

Translation services are communicated to the school community at faculty conferences, School Leadership Team, Parent Association Meetings, and Parent Teacher Conferences. The Parent Coordinator and a number of school staff are available for translation needs.

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.

School announcements are provided to parents using the School Messenger Service that provides verbal communications in English and Spanish. School Messenger automatically tags ATS data where it is indicated that Spanish is the primary language spoken in the home. The Spanish version of the English message is sent to those students' homes identified in ATS. Written communication packed for student delivery or mailing is translated into Spanish.

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 school will provide oral interpretation services for all school matters to parents or guardians using in-house school staff. School staff will include Parent Coordinator, Secretary, Teacher, Social Worker or School Aide.

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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	329,388	205,513	534,901
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,294		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		2,055	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,469		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		10,276	
6. Enter the anticipated 10% set-aside for Professional Development:	32,979		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL INVOLVEMENT POLICY

The Gateway School of Environmental Research and Technology establishes the following Parent Involvement Plan in accordance with section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). It is understood that this plan is a living document and therefore, the plan is subject to change in order to meet the needs and changes of the school community. Any changes are subject to the approval of the School Leadership Team.

- All activities, programs and procedures for the involvement of parents of Title I eligible students will be consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). Parent involvement programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. These matters will be presented at Title I meetings, parent association meetings, and School Leadership Team meetings.
- Opportunities for participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children will be encouraged. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Translation services will be provided to assist participating parents.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Gateway School of Environmental Research and Technology will promote parent involvement in developing the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings

2. The Gateway School of Environmental Research and Technology will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parents will be interviewed as part of the school's Quality Review
- Parents will be encouraged to participate in the School Learning Environment Survey

4. The Gateway School of Environmental Research and Technology will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Gateway School of Environmental Research and Technology will survey parents in the spring PTA meetings to ascertain feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the School Leadership Team for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

- The Gateway School of Environmental Research and Technology will build the parents' capacity for strong parental involvement. In order to ensure effective involvement of parents the following activities will be pursued:

The school will provide assistance to parents of children served by the school to provide understanding of the following:

- the State's academic content standards
- the State's student academic achievement standards
- the State's and local academic assessments including alternate assessments
- the requirements of Title I, Part A
- how to monitor their child's progress and how to work with educators.

The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by providing parent workshops for computer use and internet training. Workshops will also be provided for specific literacy needs of parents of English Language Learners

The school will educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners as well as in the value and utility of contributions of parents to build ties between parents and school. This will be accomplished by providing teachers with professional development to learn techniques in involving parents in respectful conversations. The School Messenger Service will be used to communicate with parents in a regular and easy manner to make announcements regarding school.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand: school letters are translated and ELL students are provided with native language letters of school events; Translation services information are posted in the school's main office in the appropriate native languages

School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

THE GATEWAY SCHOOL COMPACT

We, the faculty and staff and parents of The Gateway School of Environmental Research and Technology, agree to work cooperatively to provide for the successful education of our children.

SCHOOL

We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.

We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum and instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- Parent Teacher Conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities
- E-mail where permissible

We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, workshops on reading strategies, computer use and internet training.

PARENT/GUARDIAN

I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child's:

- Attendance at school
- Homework
- Television watching and computer usage
- Health needs

I understand: the need to share responsibility for my child's improved academic achievement.

I understand: the need to communicate with my child's teachers about his/her educational needs and ask for assistance.

I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Review of progress report data, Regents exam results and data that is provided by periodic assessments, ARIS, Acuity and other data tools.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Pages 4, 13-17

3. Instruction by highly qualified staff.

Pages 4, 13-17

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Pages 4, 13-17

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attending teacher recruitment fairs, Teach for America program,, Teaching Fellows program, College and University programs

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Coordinator and Parent Association activities.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Collaborative Professional Development, Data Specialist (teacher), Teacher members on the School Leadership Team.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Pages 4, 13-17

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

North Bronx Hospital Internship Program

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Pages 4, 13-17

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Pages 4, 13-17

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

Pages 4, 13-17

4. Coordinate with and support the regular educational program;

Pages 4, 13-17

5. Provide instruction by highly qualified teachers;

Pages 4, 13-17

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Pages 4, 13-17

7. Provide strategies to increase parental involvement; and

Pages 4, 13-17

8. Coordinate and integrate Federal, State and local services and programs.

Pages 4, 13-17

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: Year 1 ELA and Math **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
 1. Students that did not sit for the Regents exam.
 2. Students that scored level 1 or level 2 on the Regents exam

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Pages 4, 10, 13-17

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

To provide compensation for additional professional development time for staff outside of the regular school day and other times such as Saturday or Sunday or during vacation time. To hire professional development consultants or facilitators. To purchase materials and supplies for professional development activities.

¹ School Under Registration Review (SURR)

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

A Lead Teacher provides professional development support across the school and serves as a mentor to new or inexperienced teachers. The Department of Education provides a mentor to new teachers.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Notification is packaged with students to take home. The notification is in both English and Spanish.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
	*	

**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.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers serving English Language Learners follow curriculum as well as school-based supplementary curriculum developed by the teachers to improve learning outcomes. Teachers collaborated on strategies to improve instruction in professional development activities.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are aware of the standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teachers serving English Language Learners follow curriculum as well as school-based supplementary curriculum developed by the teachers to improve learning outcomes. Teachers collaborated on strategies to improve instruction in professional development activities.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers are in alignment.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Not relevant.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers serving English Language Learners follow curriculum as well as school-based supplementary curriculum developed by the teachers to improve learning outcomes. Teachers collaborated on strategies to improve instruction in professional development activities. Students work in small or large groups or individually on assignments.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Relevant. Use of technology in math classes very low. Some Smart Board use.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

General observation.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Provide professional development and training. Purchase new Mimeo video display system to replace Smart Board technology.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teacher turnover is not high.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Number of staff retained year-to-year.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Professional development is provided on a regular basis to ELL teachers by the Leadership Learning Support Organization CFN #17.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

LAP is communicated.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

ELL teachers are aware of testing data. General Education teachers are not aware.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is no protocol for communicating ELL data to staff other than ELL teachers. All teachers however, are encouraged to review student data in the ARIS system.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ELL data will be disseminated to all teachers each school term.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Each term all teachers receive information identifying students with IEP's. This is facilitated by the school's full-time IEP teacher. It is communicated to teachers that IEP's are available for review.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

IEP packages for teachers.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Review of IEP's by a full-time IEP teacher.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Review of IEP's by a full-time IEP teacher.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

N/A

2. Please describe the services you are planning to provide to the STH population.

N/A

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.