



QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY
SCHOOL**

ADDRESS: 150-91 87 ROAD

TELEPHONE: 718-739-8080

FAX: 718-739-8778

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342800011680 **SCHOOL NAME:** Queens Gateway to Health Sciences Secondary School

SCHOOL ADDRESS: 150-91 87 ROAD, QUEENS, NY, 11432

SCHOOL TELEPHONE: 718-739-8080 **FAX:** 718-739-8778

SCHOOL CONTACT PERSON: CYNTHIA EDWARDS **EMAIL ADDRESS:** CEDWARD1@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Williams

PRINCIPAL: CYNTHIA EDWARDS

UFT CHAPTER LEADER: Eleanor Hundley

PARENTS' ASSOCIATION PRESIDENT: Derek Braithwaite

STUDENT REPRESENTATIVE:
(Required for high schools) Anngelica Villafana

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** CFN 531

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT

SUPERINTENDENT: Juan Mendez

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Cynthia Edwards	Principal	Electronic Signature Approved.
Eleanor Hundley	UFT Chapter Leader	Electronic Signature Approved.
Zubeda Gulamhussein	DC 37 Representative	Electronic Signature Approved.
Derek Braithwaite	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Sandra Williams	Parent	Electronic Signature Approved. Comments: According to information provided at District 28 Presidents' Council meeting by DoE staff, this is not the final document that will be posted. Our Title I elections/Budget as well as PIP and Parent Involvement Compact have not been designed. We await your feedback.
Badrul Chowdhury	Parent	Electronic Signature Approved.
Bebi Karimbaksh	Parent	Electronic Signature Approved.
Kayi Kudus	Parent	Electronic Signature Approved.
Jashanpreet Kaur	Student Representative	Electronic Signature Approved.
Amar Samaroo	UFT Member	Electronic Signature Approved. Comments: It is my understanding that this is another draft. I await the

		final feedback to fully approve it.
Quiana Taylor	UFT Member	Electronic Signature Approved.
Angelica Villafana	Student Representative	Electronic Signature Approved.

* 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.

Vision:

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

Mission:

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

Strategic Partnership

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	Queens Gateway to Health Sciences Secondary School								
District:	28	DBN #:	28Q680	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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		97.7/94.1	97.2/ 94.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		99.5	99.19	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	94	93	95		41.9	44	61.2		
Grade 8	85	92	92						
Grade 9	109	108	128	Students in Temporary Housing - Total Number:					
Grade 10	129	106	113	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	106	117	97		1	22	TBD		
Grade 12	89	107	115						
Ungraded	0	0	0	Recent Immigrants - Total Number:					
Total	612	623	640	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As 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	0	0	0	Principal Suspensions	1	4	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	1	1	0						
<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		
English Language Learners (ELL) Enrollment:				CTE Program Participants					
<i>(BESIS Survey)</i>				N/A					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	0	Number of Teachers	34	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	10	10	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	82.4	77.4	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.8	51.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	84	TBD
American Indian or Alaska Native	0.2	0.5	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	97.5	TBD
Black or African American	48	47.7	45.8				
Hispanic or Latino	14.9	15.4	16.7				
Asian or Native Hawaiian/Other Pacific Isl.	34.6	34.2	34.7				
White	2.3	2.1	2.3				
Multi-racial							
Male	35.3	36	35				
Female	64.7	64	65				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:	Y		
Math:	Y			Math:	Y		
Science:	Y			Graduation Rate:	Y		

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	√	√	√	
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√		√	√		
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	√	√	-	√	√		
White	-	-	-	-	-	-	
Multiracial						-	
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged	√	√		√	√		
Student groups making AYP in each subject	5	5	1	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B/A	Overall Evaluation:	
Overall Score	65.1/ 71.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.5/ 7.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.4/ 18.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.2/ 44.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR/ 0	Quality Statement 5: Monitor and Revise	

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
X* = Did Not Make AYP Due to Participation Rate Only	◇ = 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/Teacher 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 your 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?



Needs Assessment Findings:

The Principal along with school leaders and members of the School Leadership Team (SLT) conducted a comprehensive review of the school educational program. Informed by the most current data from the Quality Review's Area of Improvement section, we formulated our school's instructional goals.

Goal 1: By June 2011, communication between school leaders/teachers and parents will increase by 5% as measured by the percentage of parents who strongly agree that they receive information about what their children are studying in school more than once a month in the 2011 School Survey.

Goal 2 : By June 2011, the median growth percentile for the school's lowest third of students in grade 7 and 8 will increase by 5% in mathematics as measured by the Spring 2011 New York State Mathematics Test. This represents an increase in the overall student progress score from 63.0 on the 2011 Progress Report.

Goal 3: By June 2011, 80% of teachers will collaboratively develop strategies with students to achieve their learning goals as measured by an increase in the number of students who will be able to self assess their needs and progress to achieve higher grades.

Goal 4: By June 2011, the percentage of students earning 10+ credits in the first year will increase by 2% as measured by the credit accumulation score of the 2011 Progress Report. This represents an increase from 95.3% to 97.3% of students earning 10+ credits in the first year.

Goal 5: By June 2011, twenty percent of teachers will infuse the common core state standards into their content area curriculum as measured by curriculum maps.

Greatest Accomplishments

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, communication between school leaders/teachers and parents will increase by 5% as measured by the percentage of parents who strongly agree that they receive information about what their children are studying in school more than once a month in the 2011 School Survey.	<input type="checkbox"/> Based on the 2009-2010 quality review and learning environment survey, there is a need to increase communication with parents about students' progress and provide them with a voice in the decision making about students' performance.
<input type="checkbox"/> By June 2011, the median growth percentile for the school's lowest third of students in grade 7 and 8 will increase by 5% in mathematics as measured by the Spring 2011 New York State Mathematics Test. This represents an increase in the overall student progress score from 63.0% to 68.0% on the 2011 Progress Report.	<input type="checkbox"/> Based on the June 2010 NYS Mathematics Examination results, we can determine that the students' performance was high. Examination of the Middle School Progress Report for 2009-2010, show the median growth percentile for students in the schools lowest third was 63.0%. In addition, our school's score relative to the Peer Horizon is 30.8% and 37.7% relative to the City Horizon. The need exist to increase the schools score by 5% which would move the school score to 68%.
<input type="checkbox"/> By June 2011, 80% of teachers will collaboratively develop strategies with student to achieve their learning goals as measured by an increase in the number of students who can self-assess their needs and progress to achieve higher grades.	<input type="checkbox"/> Teachers will work collaboratively in inquiry teams to develop strategies that are aligned with students' interests and needs and continually conference with students to revise their goals and increase their grades.
<input type="checkbox"/> By June 2011, the percentage of students earning 10+ credits in the first year will increase by 2% as measured by the credit accumulation	<input type="checkbox"/> <input type="checkbox"/> This cohort of students showed underachievement in credit accumulation in ninth (9th) grade. The prediction is that they may not achieve the required number of credits in the 10th grade.

<p>score of the 2011 Progress Report. This represents an increase from 95.3% to 97.3% of students earning 10+ credits in the first year.</p>	<p>Based on the 2009-2010 Quality review the school needs to develop goals for all students to improve student progress.</p>
<p><input type="checkbox"/>By June 2011, twenty percent of teachers will infuse the common core state standards into their content area curriculum as measured by curriculum maps.</p>	<p><input type="checkbox"/>The school has established a Common Core State Standard (CCSS) team which is comprised of teachers from different subject areas. Professional development is provided for the entire staff relative to the core standards by teachers who serve as facilitators on the CCSS school level team. Teachers will develop curriculum maps to include the Common Core Standards.</p>

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 2010-11 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, PLA, 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 **Parent Communication**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>By June 2011, communication between school leaders/teachers and parents will increase by 5% as measured by the percentage of parents who strongly agree that they receive information about what their children are studying in school more than once a month in the 2011 School Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p align="center">A. Enhancing Student Learning through Communication</p> <p>Administration will increase the opportunities for grade level teachers to meet with parents to discuss their children's performance.</p> <p>Queens Gateway's community will organize a Multicultural Event at the beginning of the school year to help the community understand each other's culture and celebrate our differences through performances, food, dress, and activities.</p> <p>The Principal will continue to provide the monthly newsletter and the monthly calendar of events.</p> <p>The principal will facilitate the mailing of all correspondence as opposed to back-packing important pieces of correspondence which require parent action.</p> <p>Through the school's CAASS System, parents will be informed on their child's attendance and upcoming school events.</p> <p>The school's website will be updated monthly as a tool to keep parents informed.</p> <p>At the beginning of each semester, administration will provide parents with a copy of their child's schedule.</p>

At the beginning of the school year or soon thereafter, administration will provide parents with a comprehensive calendar listing all school activities, timelines as well as beginning/ending date for each marking period and report card distribution dates.

At the beginning of the school year or soon thereafter, administration will update the 'parent handbook' to include school policies in effect, including HW and Detention and the school's grading policy for each department.

At the beginning of the school year or soon thereafter, administration will print and enlarge the school's goal for posting in the main office and several identified locations throughout the school building.

At the beginning of the school year or soon thereafter, guidance department will mail a parent survey to parents welcoming them to the school year and seeking advice on the student's strengths and weaknesses, special talents and hobbies to be shared with the teachers.

The administration will host a monthly meeting with parents and at least one teacher team member (to be selected by administration) to provide feedback to parents as to how the students are/will benefit from the new program.

At least once a year, administration will invite parents for a tour of the school building during the school day.

By February 2011, administration will provide professional development to sensitize teachers about the need to communicate students' progress to parents.

By February 2011, administration will begin to outreach to all parents to acquire email addresses as an additional tool for communication.

By April 2011, administration will recruit and organize parent's help and support by training parents as Learning Leaders, at the request of the teachers, to support in the classroom.

By the second semester, administration will have expanded the use of the Teacher-Ease to electronically communicate students progress mid- marking period.

Each month the parent coordinator will facilitate specific computer classes to assist and support parents in creating email account as well as accessing ACUITY, ARIS Parent Link and Teacher Ease to facilitate a flow of information regarding students' progress.

Administration will allocate time for teachers to update Teacher Ease to inform parents on how their child is performing and to get adequate feedback of their child grade prior to receiving the report card.

Administration will support the PTA by facilitating Curriculum Night by grade level early in the school year to explain the course of study and the Regents requirement as well as answer questions regarding assignment, quiz, test, and grade criteria.

By June 2011, the school will encourage parents to serve as classroom speakers on Career Day, and specific topics of interest at school events.

By the end of the school year, the school will facilitate recognition ceremony for parents whose child makes the honor roll, and/or shows outstanding improvement. School administration will hear parent's concerns and be responsive to them.

B. Promoting positive Parent Communication from the Classroom

By the second marking period of each semester or soon thereafter, there will be a two-way communication link between the teachers and the guidance department of students who are not performing to standards in class, attendance, and behavior.

At the beginning of each semester or soon thereafter, teachers will send home a contract which will include a welcome letter to parents outlining how the teacher operates, including procedures for the class, the year's syllabus, homework practice, and expectations and how they plan to communicate with parents.

By mid marking period, teachers will communicate with parents of as to the status of their child's school performance.

By mid marking period, teachers will communicate with parents of struggling students including tips for parents to help at home as well as suggesting 37 ½ minutes tutoring.

Teachers will collaborate with the parent coordinator and guidance counselors to assist with their outreach to parents.

Teachers will be encouraged to become involved in the PTA which provides additional possibilities to interact outside the classroom.

C. Parent's Communication with Queens Gateway

Parents will keep the school informed about their child, both their strengths and their weaknesses.

Parents will work cooperatively and provide the help and assistance which their child needs to make him/her successful and to communicate honestly about their efforts and concerns about their child's academic progress.

Parents will voice their concerns and suggestions on what they believe may hinder their child academic and social growth.

Parents will communicate with their child constantly to see how the child is progressing in his/her subjects.

Parents will outreach to their child's teacher at least once per marking period by telephone, email and/or written correspondence to get feedback on their child's progress.

Parents will log on to Teacher Ease regularly to check on their child's progress.
 Parents will log on to the school's website for updates.
 Parents will keep their contact information current by immediately notifying the school when address, email, and/or telephone number changes.
 Parents will read all information sent home, including but not limited to the monthly mailings from the principal and respond to the school if needed.
 Parents will communicate with the school when their child is struggling requesting recommendation to help their child to succeed.
 Parents will send good notes to teachers showing their appreciation when noted.
 Parents will review their child's schedule at the beginning of each semester to ensure that it is aligned with the subject(s) the child needs to take in order to meet graduation criteria.
 Parents will attend monthly PTA meetings and training workshops.
 Parents will attend Parent Teachers' Conferences twice a year for a one-on-one with their child's teachers and Curriculum Night.
 Parents must complete the Learning Environment Survey and submit them prior to the deadline.
 Parents will visit the school at least five times a year.
 Parents will respond to messages left by the school in a timely way.

D. Supporting Decision Making and Advocacy

Administration will consult and get feedback from parents on matters affecting the school environment at the monthly PTA meeting.
 Parents, teachers, administration, staff and students will have a voice in the decision making process through the School Leadership Team by reviewing school policies before they go into effect.
 Parents, teachers, administration, staff and students will share in decisions affecting the academic life of the school including aligning the school's budget with the annual goals.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this

- The school will use the following resources to accomplish this goal:
- The Funding to support parent communication will include:
- Title 1 Parent Involvement Allocation

<p><i>action plan.</i></p>	<ul style="list-style-type: none"> • School OTPS to support mailing • Tax Levy Allocations for teachers who actively participate in PTA • School Leadership Allocation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The school will utilize the following as indicators of interim progress:</p> <ol style="list-style-type: none"> 1. By the end of the 1st marking period of the second semester, to increase parent communication through email by 25%. 2. By the end of the 1st marking period, to increase the number of teachers providing parents with interim progress reports prior to report card distribution once per marking period by 2%. 3. By June 2011, to increase teacher participation at PTA meetings by 2%. 4. By June 2011, to increase the number of parent participation in school activities and events by 5%. 5. By June 2011, to increase the number of parents meeting with teachers as part of goal setting by 2%. 6. By June 2011, to increase parents' involvement in the school by 2%.

Subject Area
 (where relevant) :

Mathematics -Junior High School

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, the median growth percentile for the school's lowest third of students in grade 7 and 8 will increase by 5% in mathematics as measured by the Spring 2011 New York State Mathematics Test. This represents an increase in the overall student progress score from 63.0% to 68.0% on the 2011 Progress Report.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>September - June</p> <p>The administrative staff and teachers work collaboratively in data inquiry teams and conduct low inference observations to ensure that there is an engaging, rigorous, and coherent curriculum for a variety of learners that is aligned to state assessed standards.</p> <p>Department supervisors and the School Support Organization, CEI-PEA, will provide professional development for teachers to ensure differentiation in the classroom that enables all students to produce meaningful work products.</p> <p>Teachers and department supervisor will use periodic assessment data (CITA's, Predictive), teacher generated data and observations to assess individual students' strengths and areas of need to differentiate instruction to meet the needs of targeted students.</p> <p>Administrators, department supervisors and teachers of targeted grades will work collaboratively to integrate the Kaplan Advantage Program as a test genre study unit to support students during the Months of February, March and April, prior to the NYS Mathematics Examination which is administered in May 2011.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Human Resources from our PSO partner for the professional development needs 2. Data Specialist and Data Inquiry Team allocation 3. C4E allocation for Saturday academy per session expenses 4. C4E allocation to purchase Kaplan Advantage Resources 5. Use the 37.5 minute extended day program for conferencing with students to set, monitor

	and revise goals on an ongoing basis.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> The school will utilize the following as indicators of interim progress: 2. Predictives 3. Mini-practice tests at the conclusion of each teaching unit 4. Full length practice test at the completion of the Kaplan Advantage Program. 5. Goals are set, monitored and revised at the end of an Essential Learning Outcome (ELO) teaching unit and after an ELO pre-assessment and before starting the next ELO teaching unit

Subject Area
(where relevant) :

Teacher Teams

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 80% of teachers will collaboratively develop strategies with student to achieve their learning goals as measured by an increase in the number of students who can self-assess their needs and progress to achieve higher grades.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> September - June Teacher team facilitators will support teachers in the classrooms to implement new ideas demonstrating lessons, co-teaching, or observing and giving feedback.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The following Resources will be used to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Pupil Personnel Team 2. HSST and other data sources 3. C4E allocation to fund the credit recovery program 4. Professional Development or other training depending on identified area of under credit accumulation
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The school will utilize the following as indicators of interim progress:</p> <ol style="list-style-type: none"> 1. Frequency of meetings for the purposes of this data analysis 2. identifying subject area where students earned least amount of credits 3. Timely implementation of remedy to identified area of need 4. Monitor and ensure attendance in the credit recovery program 5. Measure of number of students who successfully earn credits in the recovery program

Subject Area
 (where relevant) :

Credit Accumulation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>By June 2011, the percentage of students earning 10+ credits in the first year will increase by 2% as measured by the credit accumulation score of the 2011 Progress Report. This represents an increase from 95.3% to 97.3% of students earning 10+ credits in the first year.</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><input type="checkbox"/></p> <p>September - June 2011</p> <p>Based on this analysis, teacher and subject supervisors will develop 8-10 Essential Learning Outcomes (ELO) for every subject taught</p> <p>Students in Grades 8-12 taking Regents science classes will be provided with thirty laboratory sessions to ensure their eligibility to sit for the Regents science exams.</p> <p>Students will be provided with Saturday academy Exam/Regents preparation/tutoring to ensure their success on the Regents.</p> <p>Students will also be provided with Summer School as another means of credit recuperation.</p> <p>Students will also be provided with small group instruction by teachers using their Circular -6 professional activity.</p> <p>Independent Study is provided where there is extenuating circumstances and the students will be required to complete on-line course of study designed by the teacher.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>The school will use the following resources to accomplish this goal:</p> <ol style="list-style-type: none"> 1. Teacher team meeting time (formerly known as faculty conferences) 2. Department conferences time 3. pre-observation, observation, post-observation process

	<p>4. one-on-one meetings with department supervisors</p> <p>5. The Principal and the Assistant Principals</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The following will be the indicators of interim progress:</p> <p>1. By November 1st, the ELOs for Fall courses will be displayed in classrooms and shared with parents and students</p> <p>2. By March 1st, the ELOs for Spring courses will be displayed in classrooms and shared with parents and students</p> <p>3. Observation reports</p>

Subject Area
(where relevant) :

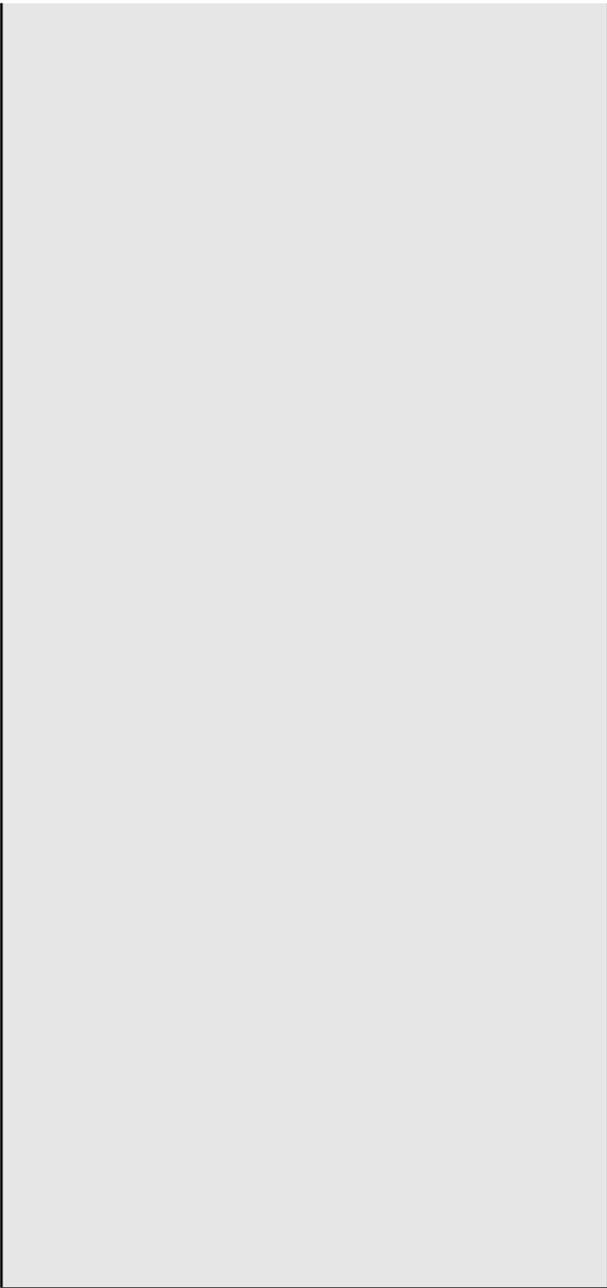
Common Core Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, twenty percent of teachers will infuse the common core state standards into their content area curriculum as measured by curriculum maps.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>By September 2011, the school will formulate a Common Core State Standard (CCSS) team at the school level that consists of teachers from different subject areas.</p> <p>Teachers in the CCSS school level team, the network level teacher, principal, and assistant principals will attend professional development for understanding the CCSS.</p> <p>As a work in progress, teachers will continue to examine current CCSS standards in their</p>

content areas to build on the strengths of the existing NYS standards.

Teachers are beginning to use the CCSS to set their goals and expectations for students' learning and making decisions about curriculum.

Teachers a will begin to use CCSS to devise lesson plans and modify the instruction to the specific needs of students.



<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> PSO Consultant will provide support in training teacher facilitators in teacher teams.</p> <p>CEI-PEA provides training in Core Curriculum at the network level to support teacher teams.</p> <p>CEI-PEA provides funding to support training of teachers at the school level who will turnkey core curriculum training at the school level.</p> <p>Tax levy Funding will be used to support the extended day teacher team meeting.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The school will utilize the following indicators of interim progress:</p> <ol style="list-style-type: none"> (1) Summer training of the school level facilitator (2) School level training of subject group representatives (3) Attendance to team teaching professional development (4) Development of the core curriculum by department members (5) Improvement of instruction as per formal and informal observation.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

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	9	2						
8	12	8	17					
9	11	7	3	13				
10	4	14	5	2				
11	4	3	8	6				
12	3	6	7	4				

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<input type="checkbox"/> Small group instruction via 37.5 minute extended day session Two hours a week of after school one-on-one tutoring 5 sessions of Saturday academy regents/state exam preparation Utilize Kaplan Advantage and Kaplan Unlocking the Key series test preparation materials.
Mathematics:	Small group instruction via 37.5 minute extended day session Two hours a week of after school one-on-one tutoring 5 sessions of Saturday academy regents/state exam preparation Utilize Kaplan Advantage and Kaplan Unlocking the Key series test preparation materials.
Science:	Small group instruction during the 37.5 minute extended period 5 sessions of Saturday academy regents/state exam preparation Utilize Measuring Up science exam review materials.
Social Studies:	Small group instruction during the 37.5 minute extended period 5 sessions of Saturday academy regents/state exam preparation Utilize Jarrett Publication on Mastering New York's Intermediate Social Studies Standards and other test prep. review materials.

At-risk Services Provided by the Guidance Counselor:	One to one counseling as appropriate to support student needs.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	<input type="checkbox"/> N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

7-12

Number of Students to be Served:

LEP 0

Non-LEP 0

Number of Teachers 0

Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

This population does not exist in this school at this time. However, if a LEP student population were to exist, the school will abide by current policies and procedures and develop a language instruction program/activities for LEP students that will be tailored to their specific needs.

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.

Bengali Languages

Section III. Title III Budget

—

School: 28Q680

BEDS Code: 342800011680

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	0	<input type="checkbox"/> Not Applicable
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> Not Applicable

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> Not Applicable
Educational Software (Object Code 199)	0	<input type="checkbox"/> Not Applicable
Travel	0	<input type="checkbox"/> Not Applicable
Other	0	<input type="checkbox"/> Not Applicable
TOTAL	0	

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. □ We analyzed the Home Language report in ATS the RHLA, to identify students whose home language is not English. We also analyzed the adult preferred language Report in ATS the RAPL.
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.

□

□ From the RHLA out of the 641 students, we found that the majority of household spoke English at home. Of the non-English speaking households. 69 designated Spanish as the language spoken at home; 52 designated Bengali as the language spoken at home; 16 designated Punjabi as the language spoken at home. All other languages represented on the survey were in the single digits.

Of these languages represented the RAPL 15 out of the 69 Spanish speaking households preferred communication in Spanish, 24 out of the 52 Bengali households preferred communication in Bengali and 4 out of the 16 Punjabi households preferred communication in Punjabi.

This information was shared with the school community at the School's Leadership Team Meeting and will be shared at faculty conference with the staff.

Part B: Strategies and Activities

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

The school will utilize the Department's Translation and Interpretation Unit services to translate memos, notices and brochures. The school will also use its Translation and interpretation allocation to contract a vendor to translate Parent Handbook and an authorized printing company to print translated materials for distribution to parents.

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 utilize the Department's Translation and Interpretation Unit free dial up/over the phone interpretation service. The school will also use in-house staff (school has on-demand capacity to facilitate translation services in Arabic, Russian, Spanish, Rumanian, and Greek)

The school will utilized an approved DOE vendor to provide interpretation services at Parent meetings and workshops.

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

- Parents are notified via mail of the availability of Translation and Interpretation services in advance of parent teacher conferences.
- The school posts signs in at the main entrance announcing the availability of Translation and Interpretation services in the covered languages.
- School safety agents are provided with multi-lingual cards to assist parents seeking Translation and Interpretation services.
- Parents were provided with translated Bill of Parents Rights and Responsibilities in their preferred language on October 27, 2009 (part of Discipline Code distribution).
- Documents are requested in advance (2-4 weeks) of an event. Interpreters, when needed, are also requested 2-4 weeks in advance of an event.

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 2010-11:	0	354,881	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,549		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,745	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,490	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
98%

6. If the percentage of high quality teachers during 2009-2010 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.

Teachers who teach out of subject area will be offered an opportunity to become certified in the subject. They will be offered tuition reimbursement and administrative cost reimbursement.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

School Parental Involvement Policy and School Compact :

I. General Expectations

QUEENS GATEWAY agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- QUEENS GATEWAY will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - a. Administrators will present Parent Involvement Policy at a School Leadership Team meeting and share the final at a subsequent PTA meeting.
 - Results will be disseminated to parents at a subsequent PTA meeting.
 - QUEENS GATEWAY will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. QUEENS GATEWAY will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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.
 - b. QUEENS GATEWAY will continue to build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards
 - the State's student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Topics such as "How to Help Your Child Prepare for Regents Exams", "Using the Interim Assessment website/TeacherEase/ARIS to improve your child's Math/ELA skills" and "What to do when you and your child needs help" will be discussed, as well as others, as per the aforementioned survey. The results of the periodic assessment will be communicated to parents on an ongoing basis.
 - b. 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:
 - Offering parent tutoring classes and Saturday computer workshops to give parents special skills needed to bring their children up to standards while working with their children at home.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

PARENT SYMPOSIUM.

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with a Parents as Teachers Program, LEARNING LEADERS and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Creating a Parent Resource center, and creating an “open access” policy in our school Library.

2. 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.

III. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the QUEENS GATEWAY on 11/16/10 and will be in effect for the period of 11/16/10 – 06/30/11. This policy was distributed to all parents of participating Title I, Part A children on December 21, 2010.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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.

The Principal along with school leaders and members of the School Leadership Team (SLT) conducted a comprehensive review of the school's educational program. Informed by the most current data from the High School and Junior High School Progress Reports, the Learning Environment Survey, and latest Quality Review's Area of Improvement section, we formulated our school's instructional goals.

Based on this year's Junior High School Progress Report, we surpassed our last year's goal of a 15% increase in the percentage of students making one year of progress in English Language Arts. We achieved a 20.4% increase (from 43.9% to 64.3%). Therefore, this year's ELA goal is to increase by 5% the percentage of students in the 7th and 8th grade making at least 1 year of progress in ELA as measured by the April 2010 New York State English Language Arts exam. We are optimistic that we can accomplish this goal.

Based on this year's Junior High School Progress Report, we were not successful in meeting our last year's goal for students in the lowest third. In addition, the percentage of students making at least 1 year of progress dropped by 14% from 67.4% to 53.4%. Therefore, this year's Math goal is to increase by 15% the percent the percentage of 7th and 8th grade students making at least 1 year of progress in Math as measured by the May 2010 New York State Mathematics exam.

The preliminary High School Progress Report modeler indicates that our overall grade may have dropped from an A to a B mainly due to a decrease in the percentage of students earning 10 credits in the first year of high school. Last year, our score was a 92.6% whereas this year it is at 85.7% and overall negative change of 6.9 percentage points. Thus, our goal for this year is to increase by 5% the percentage of 9th grade students earning 10 credits or more.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Students are provided with opportunities to meet state standards through a standards base implemented curriculum. In addition, students are provided with state exam preparation and Regents preparation through a Saturday Academy program that commences 5 weeks before the scheduled state/regents exam.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

The extended time on task opportunities such as the Saturday Academy Program and after school tutoring program will use the Kaplan Advantage program. This program aligns effective instructional strategies to assess standards.

o Help provide an enriched and accelerated curriculum.

7th and 8th grade students are provided with an accelerated curriculum in Spanish, Math and Science. Students are provided with additional instructional time during the regular school day to ensure their success in this accelerated setting.

High School students are provided advanced placement courses in the following subjects: World History, United States History, English Literature, Calculus, Biology, Chemistry and Physics.

o Meet the educational needs of historically underserved populations.

These students are provided with opportunities to meet state standards through a standards base implemented curriculum and state exam preparation and Regents preparation opportunities through a Saturday Academy Program that commences 5 weeks before the scheduled state/regents exam.

In addition, these student are provided with weekly after school one-on-one tutoring sessions as well as opportunities to accumulate credits twice a year through a 10-week, independent-study, project-based, teacher supervised activities to meet their educational needs.

o 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.

Students are provided one-on-one counseling services as appropriate to their needs and partake in all the college and career awareness/preparation services offered by the guidance department and YMCA, Gear UP/MGI Community based partners.

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

Not Applicable.

3. Instruction by highly qualified staff.

Staff at this school is highly qualified.

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.

The school's support organization and the school's supervisory staff deliver ongoing high-quality professional development to enable all the children to meet New York State academic standards.

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

Not Applicable

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

The School already hosted a Curriculum Night Workshop to inform the parents about what their children are expected to learn and to be able to do in the various subjects.

The school is also providing an ARIS parent workshop on how to set up an email account to access ARIS for those parent who have not accessed ARIS because they do not have an email account and a workshop on how to access ARIS using an existing email account.

Further strategies will be developed through consultations with the Title I Parent involvement coordinator.

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.

Not Applicable.

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.

Through the Data Inquiry Team and Teacher Teams, the school will use the periodic assessment program and analysis of student performance on previous year's state assessments to improve the achievement of individual students and the overall instructional program.

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.

Through the Data Inquiry Team and Teacher Teams, the school will use the periodic assessment program and analysis of student performance on previous year's state assessments to target students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Teachers will set SMART goals for these students, provided effective assistance to these targeted students and monitor and revise their SMART goals until students master the proficient or advanced levels of academic achievement.

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.
 School leaders will ensure that these programs and services are coordinated.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

N/A

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

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
N/A

c. Minimize removing children from the regular classroom during regular school hours;
N/A

4. Coordinate with and support the regular educational program;
N/A

5. Provide instruction by highly qualified teachers;
N/A

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

7. Provide strategies to increase parental involvement; and
N/A

8. Coordinate and integrate Federal, State and local services and programs.
N/A

APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)
0
2. Please describe the services you are planning to provide to the STH population. N/A

Part B:

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).
0
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A

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 your Children First Network.

0

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Queens Gateway to Health Sciences Secondary School					
District:	28	DBN:	28Q680	School	342800011680	

DEMOGRAPHICS

Grades Served:	Pre-K	3	7	v	11	v
	K	4	8	v	12	v
	1	5	9	v	Ungraded	
	2	6	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		97.7/94.1	97.2/	97.6 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.5	99.2	99.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	93	95	88		41.9	61.2	68.8
Grade 8	92	92	94				
Grade 9	108	128	118				
Grade 10	106	113	127	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	117	97	107		1	22	1
Grade 12	107	115	98				
Ungraded	0	0	0				
Total	623	640	632	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	1	4	5
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	2
Number all others	1	0	0				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	31	30
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	10
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	2	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.4	77.4	90.0
				% more than 5 years teaching anywhere	61.8	51.6	76.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	84.0	86.7
American Indian or Alaska Native	0.5	0.3	0.2	% core classes taught by "highly qualified" teachers	97.5	97.5	97.6
Black or African American	47.7	45.8	45.1				
Hispanic or Latino	15.4	16.7	17.6				
Asian or Native Hawaiian/Other Pacific	34.2	34.7	35.0				
White	2.1	2.3	2.2				
Male	36.0	35.0	36.2				
Female	64.0	65.0	63.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: v
Science: v	Graduation Rate: v

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v		v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	v	v		
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities				-	-		
Limited English Proficient							
Economically Disadvantaged	v	v		v	v		
Student groups making	5	5	1	4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B / B	Overall Evaluation:	P
Overall Score:	53.1 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6 / 6.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	14.9 /	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	32.2 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Althea Serrant	District 28	School Number 680	School Name Queens Gateway
Principal Cynthia Edwards		Assistant Principal Ghandi Moussa	
Coach N/A		Coach N/A	
Teacher/Subject Area Quiana Taylor		Guidance Counselor Barbara Abioye	
Teacher/Subject Area Wendy Alleyne		Parent Sandra Williams	
Teacher/Subject Area N/A		Parent Coordinator Carola Craig	
Related Service Provider N/A		Other N/A	
Network Leader Mae Fong		Other N/A	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	633	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The mission of Queens Gateway to Health Sciences Secondary School is to prepare students to enter the medical professions, specifically to become Medical Doctors. To be able to accomplish this mission, the school screens students for admission. As a result of this admission process, the school does not have an ELL population. However, school leaders are aware of the Language Allocation Policies and procedures.

At the beginning of each school year, school leaders conduct a search of DOE data systems (ATS) to identify any ELLs and identify any former ELLs for possible support services. This year an RLER, RNMR and RLAT reports were run and the reports came up with "No data/No students." This is an indication that there are no ELL's in the school. However, when an RLAT with an "N" for eligibility was run, all students with a LAB-R/ NYSESLAT exam history tested out three or more years ago.

Finally, during the registration process, the Home Language Identification Survey (HLIS) is administered and an informal interview is conducted by the Assistant Principal to identify ELLs.

Queens Gateway believes in equity of educational opportunities for all New York City Public School Students and will continue to monitor newly admitted students and ensure that ELL and former ELL students are afforded a language allocation policy (LAP) that will ensure their academic success.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>								0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>								0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained								0	0	0	0	0	0	0
Push-In								0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								0	0	0	0	0	0	0
Chinese								0	0	0	0	0	0	0
Russian								0	0	0	0	0	0	0
Bengali								0	0	0	0	0	0	0
Urdu								0	0	0	0	0	0	0
Arabic								0	0	0	0	0	0	0
Haitian								0	0	0	0	0	0	0
French								0	0	0	0	0	0	0
Korean								0	0	0	0	0	0	0
Punjabi								0	0	0	0	0	0	0
Polish								0	0	0	0	0	0	0
Albanian								0	0	0	0	0	0	0
Yiddish								0	0	0	0	0	0	0
Other								0	0	0	0	0	0	0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish															0	0	0	0	0	0
Chinese															0	0	0	0	0	0
Russian															0	0	0	0	0	0
Korean															0	0	0	0	0	0
Haitian															0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
French															0	0	0	0	0	0
Other															0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Instruction is not delivered because the population does not exist at this time.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support

TBE



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

No Programming and scheduling information is available since this population does not exist at this school at this time.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable. Population/programs do not exist at this time, in this school.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

N/A

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

N/A

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B								0	0	0	0	0	0
	I								0	0	0	0	0	0

	A								0	0	0	0	0	0
	P								0	0	0	0	0	0
READING/WRI TING	B								0	0	0	0	0	0
	I								0	0	0	0	0	0
	A								0	0	0	0	0	0
	P								0	0	0	0	0	0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
3									0
4									0
5									0
6									0
7		0		0		0		0	0
8		0		0		0		0	0
NYSAA Bilingual Spe Ed		0		0		0		0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

N/A

Additional Information

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

N/A

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		12/14/2010
	Assistant Principal		12/14/10
	Parent Coordinator		12/14/10
	ESL Teacher		12/14/10
	Parent		12/12/10
	Teacher/Subject Area		12/14/10
	Teacher/Subject Area		12/14/10
	Coach		
	Coach		
	Guidance Counselor		12/14/10
	Network Leader		12/14/10
	Other		