



**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: THE GATEWAY SCHOOL OF  
ENVIRONMENTAL RESEARCH AND TECHNOLOGY**  
**ADDRESS: 1980 LAFAYETTE AVENUE, BRONX, NY 10473**  
**TELEPHONE: 718-824-9327**  
**FAX: 718-824-4368**

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**SECTION I: SCHOOL INFORMATION PAGE**

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

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

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

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

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Clifford Siegel</u>
PRINCIPAL:	<u>Clifford Siegel</u>
UFT CHAPTER LEADER:	<u>Thomas DeCruze</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Raul Giasante</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Michael Velasquez, Joy Pyant</u>

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 08 CHILDREN FIRST NETWORK (CFN): 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

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

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT 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.*

\*Core SLT Members

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Clifford Siegel	*Principal or Designee	On File
Tom DeCruze	*UFT Chapter Chairperson or Designee	On File
Raul Giasante	*PA/PTA President or Designated Co-President	On File
TBD	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Eric Ewart	DC 37 Representative, if applicable	On File
Michael Velasquez	Member/Student	On File
Joy Pyant	Member/Student	On File
N/A	CBO Representative, if applicable	
Ruth Hallmond	Member/Assistant Principal	On File
Yessenia Lopez	Member/Parent	On File
Annette Nickey	Member/Parent	On File
TBD	Member/Parent	
Nancy Santiago	Member/Teacher	On File
Keisha Mickens-Meyers	Member/Ed. Paraprofessional	On File

## **SECTION III: SCHOOL PROFILE**

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

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

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The Gateway School helps students to develop strong academic and social skills in preparation for the challenges of college and career. We seek to enrich our students' appreciation for environmental and social justice issues through study, research, experimentation and discourse.

The Gateway School sets high expectations for instruction. A Rubric for Excellence in Instruction promotes academic rigor and instructional best practices. Departmental teacher teams collaborate in during common preparation periods to discuss professional topics and instructional strategies to improve learning performance outcomes. Teachers conduct inquiry through review of formative and summative data to support that effort. Tools such as the Network 603 developed Data Tool, ARIS and Acuity diagnostics are incorporated.

Clearly defined expectations of learning and behavior enable our students to achieve success in meeting the standards for promotion, Regents diploma, and graduation. We seek a balance between developing strong academic skills and social responsibility. A personalized learning environment provides an umbrella under which our students will mature to meet academic and social challenges. For example: Students participate in a fall and spring Eco-Day in town hall fashion to discuss environmental issues, and social justice forums in social studies classes to voice opinions on a variety of local and global concerns.

To focus on promotion and graduation, a newly revamped full service Guidance Department will help students set goals to achieve diploma requirements. There are two basic support structures, guidance and outreach. The Guidance Office includes grades 9-11 counselors that not only concentrate on academic and emotional support but also providing mandated counseling individually and in small groups. The new Twelfth Grade Transition Counselor is dedicated to the graduating cohort to make sure students are on track towards obtaining required academic and Regents credits to earn their diploma. In addition the transition counselor also seeks to provide over-aged under-credited mandated students with post-secondary school options. The Gateway Virtual Academy (GVA) is an innovative program where teachers and counselors team up to provide students academic assistance using advanced technology programs to evaluate, provide feedback, and supportive next steps to improve learning. The Bronx Institute Gear-up Program and Counselors in Schools external support organizations provides outreach to assist students in improving school performance. The Gear Up program has expanded this year to include both ninth and tenth grade. The Counseling in Schools program provides support for new freshman student with middle school history of poor school attendance. This advisory program involves student, parent and teacher in a partnership to foster school attendance and learning. Through advisories, one-to-one pull-out support, and after-school tutoring and Regents preparation classes, these organizations help to encourage citizenship, improve learning outcomes, and promote positive attitudes towards school.

In an effort to promote college readiness and post-secondary school career interests, a strong guidance, college advisory, and internship program prepares our students for the rigor of college admission, the application process and opportunity as well as explore career opportunities. This college readiness and preparation program is successful in assisting students to achieve college acceptance and scholarships.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:			X
Math:				Math:			X
Science:				Graduation Rate:			√
This school’s Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X	X	√	71
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				-	-		
Hispanic or Latino				√sh	√		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√sh	√		
Student groups making AYP in each subject				2	2	1	
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	51.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	6.1			Quality Statement 2: Plan and Set Goals			
(Composes 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.7			Quality Statement 4: Align Capacity Building to Goals			
(Composes 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	28.6						
(Composes 60% of the Overall Score)							
Additional Credit:	2						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>PH</sup> = 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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/hyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/hyc/APA/Memos/Graduation_rate_memo.pdf</a>							

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Asian or Native Hawaiian/Other Pacific Islander				-	-		
White						-	
Multiracial							
Students with Disabilities							
Limited English Proficient				-	-		
Economically Disadvantaged				√sh	√		
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## 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 school's use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

### Identifying Trends

The New York State School report card illustrates the schools progress towards meeting State Education Department (SED) accountability goals. The school is listed as a School In Need of Improvement (2<sup>nd</sup> Year) in English Language Arts (ELA) comprehensive for the 2010 – 21011 school year. The school did not meet its Adequate Yearly Progress target or Test Performance Criterion. Similarly, math was also cited for below target goals.

Based on the last and most recent progress report (2009-2010) and current school data, trends indicated by the data shows that The Gateway School's continues to make progress. In School Environment there was a 62% increase. In Student Progress there was a 30% increase over 2008-2009 and a 45% increase over 2007-2008. Our over-all score on the Progress Report is up 17% over 2008-2009 and up 24% over 2007-2008.

In light of the state report and Progress Report data, the focus of the school still remains to make positive gains in English Language Arts, Math (and Global History) with extra support for English Language Learners (ELL's) and special education students. Effort is also continuing to provide extra support to ELL's having difficulty translating science principles and concepts into understandable terms in their home language.

Standardize test scores (Regents Exams) show an upward trend in improving over the previous year. In ELA, there was an increase of 6% in the passing rate. In Math, inclusive of Algebra, Geometry and Sequential B, there was an increase of 2% in the passing rate. In Global History, there was an increase of 38% in the passing rate. In American History, there was an increase of 71% in the passing rate. We attribute the American History passing rate to greater and more effective differentiation of instruction in the classroom.

In English Language Arts (ELA) and Math 2009-2010, we believe we have made significant gains and will continue to make a concerted effort to encourage more students to sit for the Regents exams and have successful outcomes (move from performance level 2 to level 3 in both subject areas). ELL students and special education students will receive additional support from teachers through resource room, tutoring, early morning and afternoon Gateway Virtual Academy Program (GVA). The GVA provides an innovative approach using technology to differentiate instruction for multi-modal learners in all content areas.

Student attendance has been consistent from 2008-2009 to 2009-2010 showing a 1% increase from one year to the next. When comparing school attendance the “Peer Horizon” on the Progress Report, school attendance is 29% higher. When comparing school attendance to the “City Horizon” on the progress report, school attendance is 50% higher.

### **Significant Accomplishments**

Since The Gateway School’s inception as a program in 2003 and as high school in 2004, a number of accomplishments can be stated. We can cite the growth of the school with student and parent interest in learning in our personalized educational campus setting. The student population increased from 75 to 561 students in seven years. Included in our student population are 132 special education students, and 83 English Language Learners. 24% of our students are special education and 17% of our students are English Language Learners. The total at-risk population comprised of both special education and English Language Learners is 41%. Our professional and dedicated staff increased from 5 to 70 employees. As one of seven campus schools incorporated in the building site, we grew from 5 to 23 classrooms plus office spaces to provide support and services to students.

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

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

Student performance data is disseminated to school staff. Learning how to use data is a work in progress and an on-going education for staff. The data tool developed by the District 8 CFN Network 603 continues to compliment ARIS and Acuity data systems as well as Department of Education ATS and HSST systems. Regular professional development workshops are provided to staff to demonstrate the use of these data programs for the purpose of identifying at risk students and discussing strategies to improve learning outcomes.

Professional development is different this year as our core subject departments are now programmed with common preparation periods. Teachers are able to meet with the principal or designee one-on-one to discuss instructional matters or in small departmental groups during common preparation periods, faculty and department conference time, and on professional development days. For 2010-2011, the math department receives regular professional development through the services of an Assistant Principal of Supervision in Math serving as a Math Coach. The Math Coach meets with teachers on their common preparation period and performs informal and formal observations. The science department receives online support from the Network 603 science specialist followed by on-site professional development visits during teacher common preparation periods. English Language Arts and ESL teachers are supported by a Lead Teacher who assists teachers through peer observations, mentoring, and collaborative discussions during common preparation periods. The Social Studies teachers meet regularly with the principal during common preparation periods to review instructional strategies and discuss approaches to improving student outcomes. All department teams are inquiry teams to analyze student work to develop strategies to help these students improve their learning skills and be successful. All teachers are involved in professional development and collaboration to prepare for the implementation of the new Common Core State Standards in the 2011-2012.

To improve attendance, a rigorous attendance outreach program has been implemented. This includes the involvement of an attendance coordinator and assistant, an attendance teacher, and the parent coordinator. In addition, we added an Attendance Dropout Intervention Program coordinated by an external organization, Counseling in Schools. The in-house coordinators work directly with 9<sup>th</sup> grade students identified as attendance at-risk students. We also utilize The School Messenger Service voice messaging system to call parents and guardians of students who are absent from school, late to school, cutting classes, not completing their school day.

The Gateway School is proud of our college and career readiness program and the success that it has had in placing students in college. The program is comprehensive in provide students with training in the admissions and application process and providing technology for student and their families to access college information online through school created videos and websites. The program also provides resources for students seeking alternate post-secondary skills training and education. The program is facilitated by the college advisor, transition and guidance counselors and teachers.

## 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.

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**Goal #1.** Student outcomes on the ELA Regents exams have shown some movement towards improvement. However, ELA is an area that the school has been cited as "in need of improvement." Therefore, it is the school's goal to improve ELA Regents exam scores for eleventh grade students completing the required sequence by 4% for the January (1%), June (2%) and August (1%) 2011 Regents exams. Students taking the exam include general education, special education and English as a second language (ESL).

**Goal #2.** Student outcomes on Math Regents exams have shown some movement towards improvement. Algebra is an area of difficulty for many students as many enter high school with below grade level skills. The Goal is to increase the percentage of ninth grade students passing the Algebra Regents exam by 3% for the January (0.5%), June (2%) and August (0.5%) 2011 exams. Students taking the exam include general education, special education and English as a second language (ESL).

**Goal #3.** Student attendance is challenging for the school due to its proximity to public transportation. The school is almost 1½ miles from the nearest subway. Many students, especially those living furthest away and traveling up to 1½ hours, use multiple forms of transportation. They rely on the timeliness of public transportation to arrive at school and be in their first period class on time. These factors impact on school attendance. The Goal is to increase the annual student attendance rate by 2%, from 80.9% to 82.5% by June 30, 2011. Attendance will be monitored weekly throughout the term and with target dates for major review on February 1 (.5%), April 1(.5%) and June 1(1%), 2011.

**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 (where relevant):** English Language Arts (ELA)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve ELA Regents exam scores by 4% inclusive of the January, June and August 2011 Regents exams.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Target population includes general education, special education and English as second language (ESL) students.</li> <li><input type="checkbox"/> Responsible staff members include teachers, guidance counselors, and administrators.</li> <li><input type="checkbox"/> Provide counseling and advisory for review of transcripts and data to ensure students are programmed in proper sequence to take the Regents exam.</li> <li><input type="checkbox"/> Analyze student data both formative and summative for Regents exam readiness and credit accumulation accuracy using the CFN provided Data Tool, ARIS and Acuity diagnostics.</li> <li><input type="checkbox"/> Incorporate intensive and rigorous Regents preparation in each student’s English 7 and English 8 class of the junior year or eleventh grade.</li> <li><input type="checkbox"/> Provide a Regents-based diagnostic to assess student readiness for the exam at the start of each term, fall and spring.</li> <li><input type="checkbox"/> Program students that have taken the Regents exam and failed for an intensive, rigorous and specialized Regents exam preparation class within the school day, with focus on areas of weakness identified in the past Regents exam taken.</li> <li><input type="checkbox"/> Provide after school and Saturday intensive and rigorous Regents review and preparation classes with focus on Regents exam simulation and practice tests.</li> <li><input type="checkbox"/> Provide after school and Weekend Regents preparation for ESL/ELL students.</li> <li><input type="checkbox"/> Utilize the computer lab before and after school for students to use online Regents preparation tutorials.</li> <li><input type="checkbox"/> Furnish students with Regents review textbooks (i.e. Baron’s Regents Review) to provide at-</li> </ul>

	<p>home Regents exam preparation and study.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development to develop strategies for all students including special education and ESL/ELL students in building reading comprehension and vocabulary skills for the Regents exam. Development of these strategies will be facilitated by the ELA Lead Teacher. Professional development support is also provided by the network cluster.</li> <li><input type="checkbox"/> Utilize the Parent Coordinator to communicate the Regents exam time table, student progress towards meeting qualifications for taking the exam, and graduation requirements.</li> <li><input type="checkbox"/> Utilize the School Messenger service to provide timely information that will keep parents informed on all school matters pertaining to report cards, Regents exam schedule, promotion and graduation requirements, and to provide wake up service for students on a daily basis to reduce the number of LTA's and on day of exam to improve exam attendance and reduce the number of absences.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tax Levy Fair Student Funding, Title I SWP to support administrative assignments and pedagogical and non-pedagogical staffing.</li> <li><input type="checkbox"/> IDEA Mandated Counseling Shared to provide bilingual counseling services to students.</li> <li><input type="checkbox"/> Title I ARRA SWP, Title I SWP to provide per-session for teachers, counselors, administrators, school aides and other staff to support before and after school and weekend tutoring and Regents preparation programs. To provide funding for the cost of the ELA Lead Teacher. To provide funding to support the cost of the School Messenger Service to facilitate automated outreach for attendance and communication of exam schedules.</li> <li><input type="checkbox"/> Tax Levy NYSTL Textbooks to provide resources including Regents review books.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity Diagnostics; Report Cards; Formative Data analysis; scholarship reports; January, June and August 2011 Regents exam results. Interval for periodic review and projected gains is as follows: January (1%), June (2%) and August (1%) 2011.</p>

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the percentage of students passing the Algebra Regents exam by 3% inclusive of the January, June and August 2011 exams.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/>Target population includes general education, special education and English as second language (ESL) students.</li> <li><input type="checkbox"/>Responsible staff members include teachers, guidance counselors, and administrators.</li> <li><input type="checkbox"/>Analyze incoming cohort data with focus on 8th grade math scores.</li> <li><input type="checkbox"/>Incorporate intensive and rigorous Regents preparation in each student’s Integrated Algebra class of freshman year or 9<sup>th</sup> grade.</li> <li><input type="checkbox"/>Provide a Regents-based 9<sup>th</sup> grade entry diagnostic to assess student skills in fundamental mathematics and a second diagnostic at the start of the spring term to assess skills learned in the fall term.</li> <li><input type="checkbox"/>Program students that have taken the one year sequence in Integrated Algebra and failed the Regents exam for an intensive, rigorous and specialized Regents exam preparation class within the school day—the focus on areas of weakness identified in the past Regent exam taken.</li> <li><input type="checkbox"/>Provide after school and Saturday intensive and rigorous Regents review and preparation classes with focus on Regents exam simulation and practice tests.</li> <li><input type="checkbox"/>Provide after school and Weekend Regents preparation for ESL/ELL students and provide differentiated strategies to assist students with improving problem solving skills.</li> <li><input type="checkbox"/>Utilize the computer lab before and after school for students to use online Regents preparation tutorials.</li> <li><input type="checkbox"/>Furnish students with Regents review textbooks (i.e. Baron’s Regents Review) to provide at-home Regents exam preparation and study.</li> <li><input type="checkbox"/>To provide a Math Coach to teachers to focus on instructional strategies, incorporation of the new Common Core Standards into lesson plans, and develop models of inquiry to review student work</li> <li><input type="checkbox"/>Provide professional development to develop strategies for special education and ESL/ELL students in building reading comprehension, vocabulary and math problem solving skills. Professional development support is also provided by the network cluster.</li> <li><input type="checkbox"/>Utilize the Parent Coordinator to communicate the Regents exam time table, student progress towards meeting qualifications for taking the exam, and promotion and graduation requirements.</li> </ul>

	<input type="checkbox"/> Utilize the School Messenger service to provide timely information that will keep parents informed on all school matters pertaining to report cards, Regents exam schedule, promotion and graduation requirements, and to provide wake up service for students on a daily basis to reduce the number of LTA's and on day of exam to improve exam attendance and reduce the number of absences.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with 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>	<input type="checkbox"/> Tax Levy Fair Student Funding, Title I SWP to support administrative assignments and pedagogical and non-pedagogical staffing. <input type="checkbox"/> IDEA Mandated Counseling Shared to provide bilingual counseling and language translation services to students and parents. <input type="checkbox"/> Title I ARRA SWP, Title I SWP to provide per-session for teachers, counselors, administrators, school aides and other staff to support before and after school and weekend tutoring and Regents preparation programs. To provide funding for the cost of the ELA Lead Teacher. To provide funding to support the cost of the School Messenger Service to facilitate automated outreach for attendance and communication of exam schedules. <input type="checkbox"/> Tax Levy NYSTL Textbooks to provide resources including Regents review books.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Acuity Diagnostics; Report Cards; Formative Data analysis; scholarship reports; January, June and August 2011 Regents exam results.

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

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the annual student attendance rate by 2.7%, from 80.9% to 83.1% by June 30, 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a school attendance team that will meet on a weekly basis. The team will include the following school members: the assistant principal of administration, the attendance teacher, the family paraprofessional, the attendance school aide, guidance counselors, and parent coordinator.</li> <li><input type="checkbox"/> Employ an attendance consultant that will meet with the attendance team bi-monthly to assess attendance progress and provide professional development assistance.</li> <li><input type="checkbox"/> Monitor student trends and identify LTA’s for attendance intervention.</li> <li><input type="checkbox"/> Provide guidance counseling intervention and maintain records of student and parent contact documenting activity in ATS ILOG. The counselors will also report back to the attendance team with follow-up progress reports.</li> <li><input type="checkbox"/> Provide parent coordinator outreach to communicate to parents’ attendance concerns, arrange for parent conferences and report back to the attendance team with follow-up progress reports.</li> <li><input type="checkbox"/> Report to the principal on the progress of the attendance team including daily attendance data and intervention effort will be made by the assistant principal assigned to the attendance team.</li> <li><input type="checkbox"/> Utilize external organization support in the school’s Attendance Intervention Dropout Program will meet with instructional staff and attendance team members to develop attendance intervention strategies. The AIDP program will monitor school attendance, class attendance, tardiness, and LTA data.</li> <li><input type="checkbox"/> Provide a comprehensive incentive program to promote attendance improvement and learning success.</li> <li><input type="checkbox"/> Utilize the automated School Messenger service to report daily student absence from school, tardiness to class and class cutting. Students will receive an automated morning Wake Up and Go To School message each day.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tax Levy Fair Student Funding, Title I SWP, and AIDP Grant to support administrative assignments and pedagogical and non-pedagogical staffing and attendance consultant.</li> <li><input type="checkbox"/> Tax Levy Fair Student Funding, Title I SWP, AIDP to provide for per-session for before and after school attendance activities and incentive programs.</li> <li><input type="checkbox"/> Tax Levy Fair Incremental Funding to support the cost of the Parent Coordinator. To fund the cost of the School Messenger Service to facilitate automated outreach for attendance and communication of exam schedules.</li> <li><input type="checkbox"/> IDEA Mandated Counseling Shared to provide bilingual counseling and language translation services to students and parents.</li> <li><input type="checkbox"/> Title I ARRA SWP, Title I SWP to provide per-session for administrators, counselors, school aides, attendance consultant and other staff.</li> <li><input type="checkbox"/> AIDP Grant to support the cost of external organization attendance intervention dropout prevention program support.</li> <li><input type="checkbox"/> AIDP Grant to provide a comprehensive incentive program to promote attendance improvement initiatives and learning success.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly run of school attendance reports, bi-monthly meeting of the attendance committee to review school attendance data; AIDP report of 9<sup>th</sup> grade attendance at-risk students</p>

## **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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	60	71			80			
10	15	27	8		105			
11	38	24	19	14	145			
12	21	5	9	13	100			

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

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

**Part B. Description of Academic Intervention Services**

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

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

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

*NCLB/SED requirement for all schools*

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

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**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) 9-12                      Number of Students to be Served: 83 LEP                      \_\_\_\_\_ Non-LEP

Number of Teachers 2                      Other Staff (Specify) \_\_\_\_\_

**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.

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

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

- Standard 1: Students will listen, speak, read and write in English for information and understanding
- Standard 2: Students will listen, speak, read and write for literary response, enjoyment and expression.
- Standard 3: Students will listen, speak, read and write in English for critical analysis and evaluation.
- Standard 4: Students will listen, speak, read and write in English for classroom and social interaction.
- Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

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

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

In the push in approach, the teacher will work closely with individuals to assist and guide them through the lesson supporting and encouraging them to achieve learning outcomes on their own. In addition, the ELL teacher will have opportunities to assist students in skills classes or during an individual advisory or small tutorial setting ("pull-out"). This will enable the teacher to provide extra enrichment on a

need basis during a fifth forty-eight minute instructional period. Additional support may be available to students during the student lunch period or after-school advisory/tutorial sessions.

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

Professional development will be provided to all teachers and especially teachers of ELL students whose daily contact in the classroom will affect their language acquisition skills and success. This will take place during teacher preparation periods, common teacher professional activity periods and at times otherwise permitted within the scope of the school day and outside of the school day. The ESL teacher will have a common period with other teachers to collaborate on effective strategy approaches to best meet the needs of students. Teachers will also participate in workshops and conferences including those provided by professional developers of the Children’s First Network (CFN). Teachers will also receive direct support from the CFN ESL specialist.

**Section III. Title III Budget**

School: 08X295 BEDS Code: 320800011295

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$10,975	<b>220 hours of per session for ESL and General Ed teacher to support ELL Students: 220 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) This amount will fund the following: teacher professional development and collaboration outside of the school day; after school tutoring, credit recovery and Regents preparation; summer tutoring, credit recovery and Regents preparation.</b>
<b>Purchased services</b>		

- High quality staff and curriculum development contracts.	-	-
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4025	<b>Digital Text Readers, Digital Textbook downloads, textbooks</b>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$15,000	

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

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

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

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

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

Many of the 83 English Language Learners parents or guardians require translations services. This data is obtained through the ATS system. The parent coordinator provides information to parents on translation services through mailings, parent association meetings, and bilingual School Messenger Service automated phone calls.

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

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

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

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

School announcements are provided to parents using the School Messenger Service that provides verbal communications in English and Spanish. School Messenger automatically tags ATS data where it is indicated that Spanish is the primary language spoken in the home. The Spanish version of the English message is automatically sent to those students' homes identified in ATS. School messenger also automatically translates written English messages into Spanish written messages. Written communication is packed with students or mailed.

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

Parents are notified of the availability of translation services through the parent coordinator. The parent coordinator is bilingual. These announcements will be made at parent association meetings, School Leadership Team and through mailings or automated voice messages.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$389,624	\$161,748	\$551,372
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,896	-	\$3,896
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,481	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,962	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     92%    

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Professional development will be provided to all teachers inclusive of curriculum monitoring, review and facilitation; developing sound instructional practices; creating quality learning environments. Teachers are provided a common preparation period for collaboration on developing and implementing curriculum, planning and strategizing instructional approaches, and inquiry into student progress. Professional development support is also provided by content specialists from the network cluster. A Lead teacher is also employed by the school to provide professional development to English Language Arts teachers and in other disciplines as needed.

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

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **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.

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

Pages 13 - 19

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.

Pages 13-19

3. Instruction by highly qualified staff.

Pages 13-19

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

Pages 13-19

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

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

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

Parent Coordinator and Parent Association will be involved to support school activities.

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

N/A

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

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

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

Pages 13-19

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.

N/A

## **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 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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**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.

**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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			389,624	✓	
Title I, Part A (ARRA)	Federal	✓			161,748	✓	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

Pages 13-17

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

Pages 13-17

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

Pages 13-17

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– IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;

Pages 13-17

5. Provide instruction by highly qualified teachers;

Pages 13-17

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

Pages 13-17

7. Provide strategies to increase parental involvement; and

Pages 13-17

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

Pages 13-17

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Improvement Year 2      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The data shows that student progress on Regents exams shows that many students have not moved from Level 2 to Level 3. In addition, the number of students seated for Regents exams were less than expected,

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

See Pages 13 – 17

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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

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School Under Registration Review (SURR)

A Lead Teacher for English will provide mentoring to new teachers and professional development support for ELA. An Assistant Principal of Supervision in Math will provide in-house professional development for math teachers. Other professional support will be provided by the CFN network.

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

Parents have already been notified in the previous year. We will communicate in writing to parents of our school's identification for improvement in both English and in other languages where translation is possible. We will also inform parents of the steps we will take to improve.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)

12

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

Guidance counselors will be available to provide academic and social needs assistance to students. In addition, a social worker will be available to provide counseling and support to students. A full-time Parent Coordinator will be available for consultation with the student's parent or guardian.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Gateway School for Environmental Research and Tech					
<b>District:</b>	8	<b>DBN:</b>	08X295	<b>School</b>	320800011295	

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		81.9	80.1	81.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	188	184	150				
Grade 10	158	166	169				
Grade 11	69	78	86				
Grade 12	59	77	102				
Ungraded	0	1	3				
<b>Total</b>	<b>474</b>	<b>506</b>	<b>510</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	90.0	91.2	88.5

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	62.5	83.2	81.8

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	6	22	19

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	40	37	55	Principal Suspensions	59	78	82
# in Collaborative Team Teaching (CTT) Classes	26	33	44	Superintendent Suspensions	10	25	5
Number all others	28	36	25				

<b>Special High School Programs - Total Number:</b>			
<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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<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	30	27	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	8	10
# receiving ESL services only	56	67	TBD	Number of Educational Paraprofessionals	0	3	5
# ELLs with IEPs	5	19	TBD				

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
	27	28	143	% fully licensed & permanently assigned to this school	100.0	100.0	96.5
				% more than 2 years teaching in this school	36.7	59.3	51.2
				% more than 5 years teaching anywhere	53.3	59.3	75.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	93.0	90.2
American Indian or Alaska Native	0.0	0.0	0.4	% core classes taught by "highly qualified" teachers	87.0	100.0	92.9
Black or African American	36.7	33.4	34.3				
Hispanic or Latino	57.6	60.3	57.5				
Asian or Native Hawaiian/Other Pacific	4.9	4.3	5.7				
White	0.8	1.0	1.6				
<b>Male</b>	63.3	61.5	63.7				
<b>Female</b>	36.7	38.5	36.3				

#### 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	v	v

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

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					v
	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:	ELA: X
Math:	Math: X
Science:	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**	
<b>All Students</b>				X	X	v	71
<b>Ethnicity</b>							

American Indian or Alaska Native						-	
Black or African American				-	-		
Hispanic or Latino				vsh	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White						-	
Multiracial							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				vsh	v		
<b>Student groups making</b>				2	2	1	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>					UPF
<b>Overall Score:</b>	60.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					UPF
School Environment:	9.9	Quality Statement 2: Plan and Set Goals					UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					UPF
School Performance:	13.2	Quality Statement 4: Align Capacity Building to Goals					UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					UPF
Student Progress:	37.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

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

**SCHOOL INVOLVEMENT POLICY**

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

- All activities, programs and procedures for the involvement of parents of Title 1 eligible students will be consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). Parent involvement programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. These matters will be presented at Title 1 meetings, parent association meetings, and School Leadership Team meetings.
- Opportunities for participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children will be encouraged. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Translation services will be provided to assist participating parents.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

## 08X295

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

### **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLEMENT POLICY COMPONENTS**

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

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

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

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

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

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

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

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

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

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

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

The School Messenger Service will be used to communicate with parents in a regular and easy manner to make announcements regarding school.

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

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

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

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be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### THE GATEWAY SCHOOL COMPACT

#### SCHOOL

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

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

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

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

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

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

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

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

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

#### PARENT/GUARDIAN

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

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

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

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

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

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

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

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

**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 <b>type here</b>	District <b>08</b>	School Number <b>295</b>	School Name <b>Gateway School</b>
Principal <b>Clifford Seigel</b>		Assistant Principal <b>Ruth Hallmond</b>	
Coach		Coach	
Teacher/Subject Area <b>Ryan O'Connell</b>		Guidance Counselor <b>Marla Feldman</b>	
Teacher/Subject Area <b>Heidi Cabral</b>		Parent	
Teacher/Subject Area <b>Mitch Opperman</b>		Parent Coordinator <b>Glenda Melendez</b>	
Related Service Provider		Other	
Network Leader <b>Richard Cintron</b>		Other	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>3</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>484</b>	Total Number of ELLs	<b>83</b>	ELLs as Share of Total Student Population (%)	<b>17.15%</b>
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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.

5. 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.)
6. 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.

Paste response to questions 1-6 here

1. The Gateway School's admission entry point is through the Guidance Office. All new students are pre screened by either of the two guidance counselors, Jennifer Carchietta and Marla Feldman. If it appears language services may be necessary, by request or the inability of the parent to communicate in English, one of the two ESL teachers, Ryan O'Connell and Heidi Cabral joins the interview. Translation services are provided. At this time the HLIS is given to the student and parent, and arrangements are made to administer the LAB-R if necessary, and the Spanish LAB if qualified. If the student has previously taken the NYSESLAT those results are used for the initial placement of the student in the Gateway School ESL program.

2. During the interview process Ryan O'Connell (ESL Compliance Coordinator/ESL teacher) or Heidi Cabral (ESL teacher) and either Marla Feldman or Jennifer Carchietta (School Counselors) describe the three program options available to the student. The family and new student are informed of their right to their first option, but that the Gateway school only provides a free standing ESL program. If their first choice is not freestanding ESL then the guidance counselors mke every efoort to locate a suitable school to the parents wishes.

3. During the interview process the entitlement letters are presented to the parents of the student in a packet and each of the forms are reviewed together with the counselor and teacher. Reliable mailing addresses are elicited at this time to ensure additional forms can be sent in a timely matter if the originals are lost or misplaced.

4. The Gateway School ESL teacher and Guidance Counselor reviews all transcripts and any other academic documentation the student provides at the initial meeting to ensure the best placement for the student. A report is run to acquire all previous testing data on the student, and NYSESLAT scores are reviewed. If a student arrives with no formal testing, arrangements are made to administer the LAB-R in a timely manner.

5. All 83 current ELLs at the Gateway School have made the freestanding ESL program their selection.

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

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

															#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)															0
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>										3	3	2	1	9	
<b>Push-In</b>														0	
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	2	1	9	

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	3
SIFE	11	ELLs receiving service 4-6 years	21	Long-Term (completed 6 years)	27

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	35	3	0	21	6	2	27	2	1		83
<b>Total</b>	<b>35</b>	<b>3</b>	<b>0</b>	<b>21</b>	<b>6</b>	<b>2</b>	<b>27</b>	<b>2</b>	<b>1</b>		<b>83</b>

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

### 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	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	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

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

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										25	17	7	15	64
Chinese														0
Russian														0
Bengali										1	2	3	2	8
Urdu														0
Arabic														0
Haitian												1		1
French												1		1

## 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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	2	2	4	9
<b>TOTAL</b>	<b>0</b>	<b>27</b>	<b>21</b>	<b>14</b>	<b>21</b>	<b>83</b>								

## 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.

1. The Gateway School provides a freestanding ESL program to 83 students. The course offerings are based on the students' LAB-R results as beginner, intermediate or advanced to ensure that the mandates are met.
  - a. The students in the 9-12th grades are placed in self contained ESL classes.
  - b. The Gateway school uses a homogeneous program model for its ESL program.
2. Each of the two ESL teachers teach three (3) different classes for four-five 4-(5) periods  
A day for a total of six (6) distinct courses offered over nine (9) periods. each period is 48 minutes in duration five days a week. Each class provides 240 minutes of ESL instruction time per week. a student with three classes has 640 minutes of unstructural time. The school's programming team create individual ELL programs around the mandated ESL services.
3. The Gateway School provides a homogeneous program model in all content areas. Content is made comprehensible through instruction in English with supplemental learning materials provided when needed in order to enrich English language acquisition. This is provided by online language assistance through Skills Tutor, reference materials for all content area subjects are available, and after school tutoring in the Native Language is available in Math and History
4. The instructional models employed at the Gateway School:
  - a. self-contained ESL classes for grades 9-12 homogeneous groups, block scheduling when possible, freestanding ESL based on LAB-R and NYSESLAT results.

Differentiated instruction for the ELL subgroups:

1. SIFE students are provided instruction based on performance on the LAB-R or NYSESLAT results. ESL instructors evaluate the results to locate and address the areas of greatest need to begin to move the student towards a communicative understanding of the

language.

2. Newcomers are provided ESL classes that are homogeneous groups, and blocked scheduled for two of the three mandated periods with a skills class and credit bearing ESL class together. The additional mandated class is divided by students who are recent immigrants to the country and students who have tested at the beginner level and been in country for a year or longer.

3. 4-6 year ELLs are provided rigorous instruction for two or one period a day in homogeneous groups based on the previous years NYSESLAT results. Students are differentiated by the performance in the four modalities so that targeted instruction can be provided based on each student's individual needs. Students are divided by ability and grade when possible.

4. Long-Term ELLs are provided the mandated minutes of ESL instruction as well as targeted instruction to remediate the issues which have prevented the student from testing out of ESL. Focused support is provided to assist students moving towards graduation while continuing language acquisition.

5. Special Need ELLs are served as mandated on the IEP. Instruction is provided to each student with a focus on communicative acquisition of the language as well as providing services that they need.

The instruction is provided through aforementioned program model with units of support for all ELLs that far exceed the mandated number of required units. This instructional plan ensures that ELLs are prepared for ELA testing after one year as required by NCLB.

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

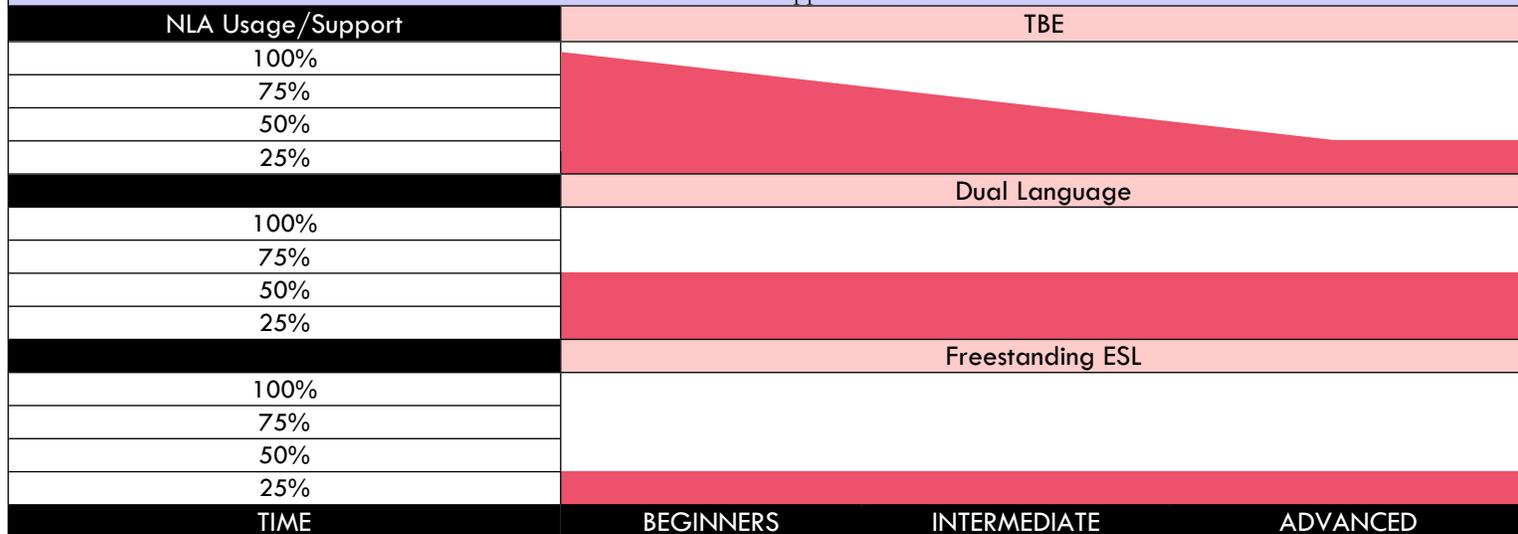
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



## 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?

5. The Gateway School has targeted the performance of ELLs in all content areas of the Regents Examination to be in need of improvement. To meet this need ELLs are provided with additional class time in the form of PM School and Regents Prep courses offered throughout the academic year.

6. There are currently (21) ELLs at the Gateway school entitled to continuing transitional support. These students have consulted with each of their language instructor in order to devise a plan of instruction that will assist their passing of the English Regents. This plan includes a combination of skill classes during the school day and tutoring session after school. Additional time, use of translation dictionaries, and all testing exemptions are provided for the additional two years of eligibility.

7. The Gateway School has created a partnership with the Gear Up program which will assist in the creation of new programs designed to address the needs of the ELL population. Skills Tutor program has been provided to all ELLs to participate from home and individually monitor progress. Additional content area tutoring (history/mathematic) is provided afterschool

8. No current services are being discontinued.

9. ELLs are included in every school program. Invitations are offered in multiple languages in schoolwide posters and in mailers. They are a vital part of the Campus Varsity Sports Program, and also participate in the College Summit Program which enables the ELLs to complete all of the necessary documents required for college application. Students are active members in the Gateway Virtual Academy which provides alternative ways to acquire credit.

10. ELLs are exposed to rich library of written resources, as well as a designated bank of laptop computers at their disposal. Each student is required to have a USB drive so that they can create multimedia projects. Smartboards and LCD projects are readily available for use in ESL classes.

11. Each ESL class is equipped with translation dictionaries and the laptops provide necessary translation programs to each individual ELL. Students have access to Skills Tutor software which allow ELLs to practice and monitor language performance online.

12. All ELL programs support and correspond to age and grade levels.

13. The Gateway School uses the Bridge Academy Program to assist the transition of incoming freshman during the summer months to

acclimate the new students to the experience of a high school setting.

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

### 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)?

Paste response to questions 1-5 here

### 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.

Paste response to questions 1-3 here

1. Professional development will be provided to all teachers and especially teachers of ELL students whose daily contact in the classroom will affect their language acquisition skills and success. This will take place during teacher preparation periods, common teacher professional activity periods and at times otherwise permitted within the scope of the school day and outside of the school day. The ESL teacher will have a common period with other teachers to collaborate on effective strategy approaches to best meet the needs of students. Teachers will also participate in workshops and conferences including those provided by professional developers of the Children's First Network (CFN). Teachers will also receive direct support from the CFN ESL specialist.
2. The Gateway School uses the Bridge Academy Program to assist the transition of incoming freshman during the summer months to acclimate the new students to the experience of a high school setting.
3. The teachers will participate in the professional development workshops and conferences provided by the Bronx BETAC, Children First Network (CFN), and UFT sponsored events.

### 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?

Paste response to questions 1-4 here

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

- All activities, programs and procedures for the involvement of parents of Title 1 eligible students will be consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). Parent involvement programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. These matters will be presented at Title 1 meetings, parent association meetings, and School Leadership Team meetings.

- Opportunities for participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children

will be encouraged. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand. Translation services will be provided to assist participating parents.

- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

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

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

3. Frequent communication between the parents of ELLs and The Gateway School is utilized to recognize the important bond between teacher and parent.

4. Along with meeting the needs expressed by the parents in the initial meetings, The Gateway School provides an environment that encourages the families of the ELLs to play an ongoing role in the academic achievement of the students. The Gateway School has a strong and involved parent teacher association that advocates on behalf of the students’ parents.

## Part 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									4	2	1	0	7
Intermediate(I)										8	4	4	5	21
Advanced (A)										6	4	1	2	13
Total	0	0	0	0	0	0	0	0	0	18	10	6	7	41

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										4	2	1	0
	I										8	4	4	5
	A										6	4	1	2
	P													
READING/ WRITING	B										4	2	1	0
	I										8	4	4	5
	A										6	4	1	2
	P													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	21		2	
Math	41		14	
Math	5		2	
Biology				
Chemistry				
Earth Science	13		2	
Living Environment	26		3	
Physics	1		1	
Global History and Geography	27		5	
US History and Government	17		3	
Foreign Language	4		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

Paste response to questions 1-6 here

1. According to the data, there is a direct correlation with students' performance on the NYSESLAT and performance on the ELA Regents exam. The data shows that 10 ELLs scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 21 English Regents candidates, only two (2) were able to score 65 or higher.
2. It is evident from the results that instruction must focus on the improvement of the students reading/writing skills. Within this set an even greater concentration of the instruction must focus on improving the students' ability to write. The writing instruction will concentrate on the standards of ELA which should increase performance on the English Regents.
3. The data shows that 10 ELLs scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 21 English Regents candidates, only two (2) were able to score 65 or higher.
  - a. It is evident from the results that ELLs perform better on Regents Exam in English (language of instruction) rather than in the native language. This conclusion is taken from the analysis of the 27 ELLs who have taken the Living environment Regents. Of these 27 10 opted to take the exam in English while 17 chose their native language. This choice resulted in a 50% passing rate in English while less than 25% passed in their native language.
  - b. The results of the periodic assessments allow the school to make any up to the moment programming changes for students who may be affected.
  - c. According to the results of the periodic assessments the students have shown progress along an acceptable improvement paradigm. Native Language is employed only in learning situations when its use is needed.
5. The Gateway School will use an increase in ELLs passing rates on the English Regents Exams to evaluate the success of our programs. For students not yet taking courses that terminate in a Regents the NYSESLAT results will determine necessary changes to instruction. Curriculum audits happen at regular intervals.

### 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.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		