



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : GATEWAY INTERMEDIATE SCHOOL 364

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19K364

PRINCIPAL: DALE KELLY EMAIL: DKELLY12@SCHOOLS.NYC.GOV

SUPERINTENDENT: ROSE MARIE MILLS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dale Kelly	*Principal or Designee	
DiAnne Ferrer	*UFT Chapter Leader or Designee	
Collette Williams	*PA/PTA President or Designated Co-President	
Christine Robertson	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Harold Small	Member/Teacher	
Cynthia McDowell-Lyons	Member/Parent	
Tracey Stokely	Member/Parent	
Sharon Hill	Member/Parent	
Patricia Owens	Member/Parent	
Laya Vosges	Member/Parent	
Lorri Waddell	Member/Parent	
Monica McKain-Brown	Member/Asst. Principal	
Tammi Turcina	Member/Teacher	
Carmel King	Member/Teacher	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, general and special education students will demonstrate progress towards achieving state standards as measured by a 3 percentage point increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**After conducting a three-year trend analysis of student performance data on state assessments, it was determined that the overall student population showed decreases in performance on the English Language Arts assessment. As a result, we have made progress in ELA for our overall student population a priority goal for the school year.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1 - Continued full implementation of Balanced Literacy. We will differentiate instruction based on student needs and data using and interactive workshop model, based on the common core state standards.**

- **Target population- All students**
- **Staff and other resources – All staff**
- **Timeline for implementation – September, 2011 through June, 2012**

**Activity #2 – Implementation of a new scheduling structure; This structure will include: 1) Ninety (90) minute literacy block to provide the opportunity for small group differentiated data driven instruction. 2) Introduction of a new literacy course specifically geared toward utilizing non-fiction texts in preparation for the common core learning standards implementation**

- **Target population – All students**
- **Staff and other resources – ELA teachers**

- **Timeline for implementation – September, 2011 through June, 2012**

**Activity #3** – Grade specific teacher data/assessment teams; A new SBO will be voted on to create longer teacher team sessions. These teams will be grade/department specific and data driven, and will work in a cycle of inquiry around student work. These teams work in monthly cycles focusing on one goal per cycle. Each team works with flexible, small targeted populations in areas of high need. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams’ successful practices may be implemented grade-wide and/or school-wide.

- **Target population- Small targeted populations in areas of high need.**
- **Staff and other resources – All staff**
- **Timeline for implementation – Weekly meetings September, 2011- June, 2012**

**Activity #4** – Supplemental Programming: This additional time for instruction will be provided through: 1) newly implemented 50-minute block for struggling students on Tuesday and Thursday. 2) After school programming, funded through 21<sup>st</sup> Century Community Learning Center grant, will be provided to targeted students to provide additional test preparation strategies and skills.

- **Target population- Selected students who have literacy skill deficiencies**
- **Staff and other resources – All teachers; Applying Teachers.**
- **Timeline for implementation – October 2011 - April, 2012**

**Activity #5** – Ongoing differentiated professional development will be provided focusing on topics such as, but not limited to the following: using data to drive instruction and set goals, aligning curriculum to Common Core Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.

- **Target population- All staff**
- **Staff and other resources – Administration, Coach, CFN211**
- **Timeline for implementation – September, 2011- June, 2012**

**Steps for including teachers in the decision-making process**

- **Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments.**
- **Teachers establish short and long term goals using multiple data points.**
- **Students establish short and long term goals using multiple data points.**
- **Teachers create their curriculum maps and design rigorous literacy performance tasks.**

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **ELA teachers will participate in the design of training modules for use during monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.**
  - **The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides**
  - **Parent Coordinator will host various workshops for parents.**
  - **A relationship will be established with a CBO for the specific purpose of increasing parental involvement rates**
  - **The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
  - **A town hall meeting with the principal will be scheduled to field questions and concerns from parents**
  - **The school will utilize the JupiterGrades and SchoolMessenger system to communicate more effectively with parents**
  - **Parents will be trained on how to use ARIS Parent Link.**

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.**
  - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
  - **Mentors are assigned to support struggling and un-qualified teachers.**

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **21<sup>st</sup> CCLC After- School Program - coordinates with the instructional strategies/activities to achieve this goal by providing additional time**

beyond the school day to target skill deficiencies in English language arts.

- **Neighborhood Development Grant – New York Junior Tennis League After-School Program - This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, while improving writing, reading, and oral skills.**
- **Referrals to outside agencies such as New York Psychotherapy- coordinates with the instructional strategies/activities to achieve this goal by providing special needs services to students and their families.**
- **Partnerships with local community based organizations such as the New York Public Library - coordinates with the instructional strategies/activities to achieve this goal by offering resources, promoting literacy and fostering a love for reading. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving writing skills, and reading skills.**
- **Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by allowing parents to play an active role in school activities.**

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

#### **Funding Sources:**

**As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:**

- **Supervisor per session (2 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session (2 days per week) for after school programs and differentiated professional development.**

**Additionally, funding for these initiatives will be secured through:**

- **21<sup>st</sup> Century Community Learning Center Grant**
- **ARRA Citywide Instructional Expectations funds**
- **ARRA Data Specialist funds**

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, special needs students will demonstrate progress towards achieving state standards as measured by 60% of students making at least one year's progress on their scale score on the New York State Mathematics Assessment.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Analysis of data from 2010-2011 standardized tests and data extracted from New York State Annual Report Card for special needs students indicate persistent deficits in the number of students performing at standard in mathematics. Moreover, for the first time in six years, our special needs population failed to meet the state's AYP or safe harbor targets in mathematics. For the 2010-2011 SY, our special needs population scored a performance index of 98, missing the effective AMO target of 123 and the safe harbor target of 117. For the 2011-2012, our new safe harbor target will be 108. A review of these data results indicate that a focus needs to be placed on our special needs population in the area of Mathematics in order to show improvement.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
- strategies/activities that encompass the needs of identified student subgroups,
- staff and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.

**Activity #1** – Implementation of a new scheduling structure; This structure will include: 1) Ninety (90) minute mathematics block to provide the opportunity for small group differentiated data driven instruction. 2) Mathematics scheduling will be departmentalized for special needs classes to ensure that the strongest mathematics content area teachers are delivering mathematics instruction.

- Target population – Special Needs students
- Staff and other resources – Special Needs teachers
- Timeline for implementation – September, 2011 through June, 2012

**Activity #2** – Department specific teacher data/assessment teams; A new SBO will be voted on to create longer teacher team sessions. A specific Special Needs team will be developed to ensure that data driven instruction is prioritized. This team will work in monthly cycles focusing on one mathematics goal per cycle. The team will work with their small targeted population in area mathematics. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams' successful practices may be implemented across grade levels.

- Target population – Special Needs students
- Staff and other resources – Special Needs teachers, Administrators
- Timeline for implementation – Weekly meetings September, 2011- June, 2012

**Activity #3** – Supplemental Programming: This additional time for instruction will be provided through: 1) newly implemented 50-minute block for struggling students on Tuesday and Thursday. 2) After school programming, funded through 21<sup>st</sup> Century Community Learning Center grant, will be provided to targeted students to provide additional test preparation strategies and skills.

- Target population- Selected students who have mathematics skill deficiencies
- Staff and other resources – All teachers; Applying Teachers.
- Timeline for implementation – October 2011 - April, 2012

**Activity #4** – Ongoing differentiated professional development will be provided focusing on topics such as, but not limited to the following: using data to drive instruction and set goals, aligning curriculum to Common Core Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.

- Target population- All staff

- **Staff and other resources – Administration, Coach, CFN211**
- **Timeline for implementation – September, 2011- June, 2012**

**Steps for including teachers in the decision-making process**

- **Teachers will meet in grade level and cross functional teams to review student data gathered from periodic assessments.**
- **Teachers establish short and long term goals using multiple data points.**
- **Students establish short and long term goals using multiple data points.**
- **Teachers create their curriculum maps and design rigorous mathematics performance tasks.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Mathematics teachers will participate in the design of training modules for use during monthly Mathematics workshops and information Sessions with parents.**
    - **The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides**
    - **Parent Coordinator will host various workshops for parents.**
    - **A relationship will be established with a CBO for the specific purpose of increasing parental involvement rates**
    - **The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
    - **A town hall meeting with the principal will be scheduled to field questions and concerns from parents**
    - **The school will utilize the JupiterGrades and SchoolMessenger system to communicate more effectively with parents**
      - **Parents will be trained on how to use ARIS Parent Link.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers Mathematics teachers.**
  - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required**

**documentation and assessment deadlines.**

- **Mentors are assigned to support struggling and un-qualified teachers.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **21<sup>st</sup> CCLC After- School Program - coordinates with the instructional strategies/activities to achieve this goal by providing additional time beyond the school day to target skill deficiencies in Mathematics.**
  - **Referrals to outside agencies such as New York Psychotherapy- coordinates with the instructional strategies/activities to achieve this goal by providing special needs services to students and their families.**
  - **Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by allowing parents to play an active role in school activities.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:**

- **Supervisor per session (2 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session (2 days per week) for after school programs and differentiated professional development.**

**Additionally, funding for these initiatives will be secured through:**

- **21<sup>st</sup> Century Community Learning Center Grant**
- **ARRA Citywide Instructional Expectations funds**
- **ARRA Data Specialist funds**

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 80% of our parents will have participated in one or more school events/offerings as measured by increased attendance on sign-in sheets for workshops/meetings/events/activities.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**Analysis of data extracted from our school Learning Environment Survey and Quality Review for our school community indicates the following: In the areas of academic expectations, communication, engagement, and safety and respect, results revealed a drop in our scores from the previous school year. These results indicate that a focus needs to be placed on increasing parental involvement rates in order to show improve all four areas of our school's Learning Environment Parent Survey.**

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1 – Offer an array of parental involvement activities including but not limited to PTA meetings, School Leadership Team meetings, Principal Town Hall meetings, Parent-Teacher Conferences, Family Night, Movie Night, Game Night, Parent Book Club, Learning Leaders Forums, etc.**

- Target population- All parents
- Staff and other resources – All staff
- Timeline for implementation – September, 2011 through June, 2012

**Activity #2 – Offer self-development opportunities such as ESL classes, ELA and mathematics support, parent fitness program, parent nutrition courses, parent book clubs, and other workshops. These workshops will be designed around the results from parent surveys which will be conducted during Fall 2011. Interim assessments will also be conducted to gauge effectiveness**

of the school's effort at various checkpoints during the year.

- Target population- All parents
- Staff and other resources – All staff
- Timeline for implementation – September, 2011 through June, 2012

**Activity #3** – Provide ongoing communication with parents regarding curriculum, school events and activities, school calendars, parent newsletters, mailings, etc. Additionally, increase the levels of parental communication via implementation of the JupiterGrades reporting system, SchoolMessenger, etc.

- Target population- All parents
- Staff and other resources – All staff
- Timeline for implementation – September, 2011 through June, 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Monthly parent study groups will be facilitated based on results from parent survey administered at the beginning of the school. All study group materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.**
  - **The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides**
  - **Parent Coordinator will host various workshops for parents.**
  - **A relationship will be established with a CBO for the specific purpose of increasing parental involvement rates**
  - **The Parent Coordinator and other staff will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.**
  - **A town hall meeting with the principal will be scheduled to field questions and concerns from parents**
  - **The school will utilize the JupiterGrades and SchoolMessenger system to communicate more effectively with parents**
  - **Parents will be trained on how to use ARIS Parent Link.**

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.**
  - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
  - **Mentors are assigned to support struggling and un-qualified teachers.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
  - **21<sup>st</sup> CCLC After- School Program – a CBO will be designated utilizing 21<sup>st</sup> CCLC funding specifically aimed at increasing levels of parent involvement at I.S. 364**
  - **Neighborhood Development Grant – New York Junior Tennis League After-School Program - This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, while improving writing, reading, and oral skills. Parent involvement will be facilitated through several college tours which parents will have the opportunity to attend**
  - **Partnerships with local community based organizations such as the New York Public Library - coordinates with the instructional strategies/activities to achieve this goal by offering resources, promoting literacy and fostering a love for adult reading. This program coordinates with the student component to increase the school-to-home partnership.**
  - **Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by allowing parents to play an active role in school activities.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:**

- **Professional instructional materials to support parental involvement.**
- **Consumable instructional materials for use during parent workshops/trainings.**
- **Teacher per session (2 days per month) to facilitate professional development opportunities for parents.**

**Additionally, funding for these initiatives will be secured through:**

- **1% Parental Involvement Title I funding**

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	63	44			6	0	0	0
<b>7</b>	83	66			2	1	0	0
<b>8</b>	87	66			8	0	0	1
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p><b>90 Minute Extended ELA Block Programming (General Ed., Special Ed. ) – During School Day</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction Based on Needs (Levels 1 and 2)</li> <li>• Extended Time on Task</li> </ul> <p><b>Push-In/Pull-Out AIS Teacher – During School Day</b></p> <ul style="list-style-type: none"> <li>• Utilization of F-status personnel</li> <li>• Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</li> </ul> <p><b>ELA Extended Day Program –After School</b></p> <ul style="list-style-type: none"> <li>• Tuesdays &amp; Thursdays from 3:15 – 4:45 p.m. (Beginning in October)</li> <li>• Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</li> <li>• Skill Driven</li> <li>• Student Progress Monitored</li> </ul> <p><b>Saturday Academy for ELA</b></p> <ul style="list-style-type: none"> <li>• 3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in January</li> <li>• Additional Time Devoted to Content Instruction</li> <li>• Reduced Student-Teacher Ratio enabling small group and individualized instruction</li> <li>• Based on Teacher Assessed Needs</li> </ul> <p><b>In-Class AIS Materials (EMC, NYS Coach, Spotlight, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• (Grades 6-8) (including ELLs, and Sp. Ed.)</li> <li>• Skills Driven</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Frequency Based on Student’s Identified Needs</b></li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting At Risk Students</b></li> <li>• <b>Small Group Instruction</b></li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• <b>Identified by failure to meet course standards</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> </ul>
<p><b>Mathematics</b></p>	<p><b>90 Minute Extended Math Block Programming (General Ed., Special Ed. ) – During School Day</b></p> <ul style="list-style-type: none"> <li>• <b>Small Group Instruction Based on Needs (Levels 1 and 2)</b></li> <li>• <b>Extended Time on Task</b></li> </ul> <p><b>Mathematics Extended Day Program –After School</b></p> <ul style="list-style-type: none"> <li>• <b>Tuesdays &amp; Thursdays from 3:15 – 4:45 p.m. (Beginning in October)</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></li> <li>• <b>Skill Driven</b></li> <li>• <b>Student Progress Monitored</b></li> </ul> <p><b>Saturday Academy for Math</b></p> <ul style="list-style-type: none"> <li>• <b>3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in January</b></li> <li>• <b>Additional Time Devoted to Content Instruction</b></li> <li>• <b>Reduced Student-Teacher Ratio enabling small group and individualized instruction</b></li> <li>• <b>Based on Teacher Assessed Needs</b></li> </ul> <p><b>In-Class AIS Materials (EMC, NYS Coach, Spotlight, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• <b>(Grades 6-8) (including ELLs, and Sp. Ed.)</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Skills Driven</li> <li>• Frequency Based on Student’s Identified Needs</li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• Supporting At Risk Students</li> <li>• Small Group Instruction</li> </ul> <p><b>Summer School</b></p> <ul style="list-style-type: none"> <li>• Identified by failure to meet course standards</li> </ul> <p><b>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</b></p>
<p><b>Science</b></p>	<p><b>In-Class AIS Materials ( NYS Coach, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• (Grades 6-8) (including ELLs, and Sp. Ed.)</li> <li>• Skills Driven</li> <li>• Frequency Based on Student’s Identified Needs</li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p> <ul style="list-style-type: none"> <li>• Supporting At Risk Students</li> <li>• Small Group Instruction</li> </ul>
<p><b>Social Studies</b></p>	<p><b>In-Class AIS Materials ( NYS Coach, Test Ready, etc.) – In School</b></p> <ul style="list-style-type: none"> <li>• (Grades 6-8) (including ELLs, and Sp. Ed.)</li> <li>• Skills Driven</li> <li>• Frequency Based on Student’s Identified Needs</li> </ul> <p><b>Circular 6 Tutoring – Regular School Day</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul> <p><b>SETSS support model that utilizes indirect services / SETSS</b></p>

	<ul style="list-style-type: none"> <li>• Supporting At Risk Students</li> <li>• Small Group Instruction</li> </ul>
At-risk Services provided by the Guidance Counselor	<p><b>Guidance Counselor Intervention</b></p> <ul style="list-style-type: none"> <li>• Group and Individual Counseling</li> <li>• Needs Based</li> <li>• Students not Meeting Promotional / Performance Standards</li> <li>• Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning</li> <li>• Referrals to Supportive Agencies</li> </ul> <p><b>Attendance Intervention</b></p> <ul style="list-style-type: none"> <li>• Monitor Attendance of At Risk Students (Less than 90% attendance)</li> <li>• Conducts Needed Outreach Services</li> <li>• Family Counseling</li> <li>• Coordination with Attendance Teacher</li> </ul>
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	<p><b>Conflict Resolution Program</b></p> <ul style="list-style-type: none"> <li>• Various Program Designs and Trained Personnel</li> <li>• Supported by Professional Development</li> <li>• CBOs Involved Wherever Relationship Exists</li> </ul> <p><b>Drug and Violence Prevention Program</b></p> <ul style="list-style-type: none"> <li>• Emotional, Health and Social Counseling</li> <li>• Referrals to Supportive Agencies</li> </ul> <p><b>Social Skills Building Group</b></p> <ul style="list-style-type: none"> <li>• Delivered by Trained Guidance Personnel</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• <b>Students Identified by Staff According to Need</b></li><li>• <b>Students Displaying Deficit Social Skills</b></li><li>• <b>Violence, Conflict Resolution and Decision Making</b></li></ul> |
|--|---|

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**I.S. 364 PARENT INVOLVEMENT POLICY (PIP)**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***I.S. 364 SCHOOL- PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Jean McKeon</b>	District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>364</b>
School Name <b>Gateway Intermediate School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Dale Kelly</b>	Assistant Principal <b>Monica McKain-Brown</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Rena Rubin</b>	Guidance Counselor <b>Gloria Thomas-Cole</b>
Teacher/Subject Area <b>Alison Cerami/Literacy</b>	Parent <b>Collette Williams</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Dollene Adams</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Jean McKeon</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>394</b>	Total Number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.76%</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. 

1. **ELL Identification Process & Parent Choice** Include a brief paragraph to describe in detail:

Newly registered students who are new to the NYC Department of education are screened by a qualified pedagogue, such as the ESL teacher. The screening process begins with the administration of the Home Language Questionnaire. An ESL teacher or other qualified pedagogue indicates the answers on the HLIS (Home Language Identification Survey). A translator and/or translated versions of the survey are used, if necessary. If one question in part one and two questions in part two indicate a language other than English, the ESL teacher conducts an informal interview with the student. Once it has been determined that student requires administration of the LAB-R, the test is given, as per the testing calendar, and returned to the Brooklyn Testing offices within the timeframe allotted. Ms. Rena Rubin, a licensed ESL teacher who is fluent in Hebrew, is responsible for facilitating the processes described above, including administration of the LAB-R. Ms. Rubin, assisted by the pupil accounting secretary, Ms. Carmer Cordero, is responsible for completion of the HLIS process.

If the child speaks a language other than English and speaks limited or no English, the child is eligible to receive the LAB-R as the initial assessment. Children who score at the beginning, intermediate or advanced levels on the LAB-R are then placed in a freestanding ESL until the Program Selection forms are completed.

Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Upon review of the HLIS, eligible students are tested with the LAB-R to determine whether or not they are entitled to receive ESL services. Students that score below the state designated level of proficiency on the LAB-R are entitled to services.)

Upon verification of entitlement, parents/guardians of newly enrolled ELLs are informed and invited to an orientation. At the orientation, information is given to inform parents of programs available to ELL students, state standards, assessments and expectations for their children.

2. Parents/guardians are asked to choose the program that will best meet their children's needs. The parent choice is documented in writing. ELL students are placed in the program selected by the parent /guardian. To determine continuing entitlement to ESL services, the NYSESLAT test, is administered annually to all ELLs. If the students score below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED -CRPart 154 regulations. The ESL program is aligned with the parents' requests.

3. Entitlement letters are distributed by the ESL teacher within the first ten days of admittance, as well as non-entitlement letters and continued entitlement letters. A copy of such letters are kept in the Main Office and/or with the ESL teacher.

4. ELL Programs:

Students that are in the ESL program are students that were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to services.

Students that score below the state designated level of proficiency on the LAB-R are entitled to services. There is a small number of ELLs spread out over all of the grades 6, 7, and 8. The program that best serves the students is the freestanding ESL program.

Number of ELLs in ESL Pull-Out / Push –In Education Programs by grade and proficiency level is:

Grade	Beginners	Intermediate	Advanced
6	1	0	0
7	0	1	0
8	1	0	0

The allotted time for ESL instruction is determined by the students’ English language proficiency levels. Beginning and Intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week. Therefore, our ELL intermediate students receive 360 minutes of ESL instruction per week, while our advanced students receive 180 minutes of ESL instruction a week. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing and critical thinking using the Cognitive Academic Language Learning Approach method.

- 5. As IS 364 has had only one newly admitted ELL student in the past several years, there is no trend to report.
- 6. The program model offered at IS 364 are aligned with parent requests. 3

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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**This school offers (check all that apply):**

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Self-Contained														0
Push-In							1	1	1					3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	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	1	1		2	0	2	0	0	0	3
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	
	EL L	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: <u>    </u>	Asian: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>
	Hispanic/Latino: <u>    </u>
	Other: <u>    </u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1						2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian									1					1
French														0

## 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														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### 1. Program and Schedule Information

Gateway Intermediate School offers a freestanding ESL program which uses a push-in/pull-out model.

In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. Due to the size of our ELL population, we use an ungraded, heterogenous model.

The push-In model is implemented to provide targeted support to ELLs in content area classes. The ESL teacher pushes into the ELL students' language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

2. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. In addition, students participate in additional instruction provided for academic intervention services

## A. Programming and Scheduling Information

(AIS) through the daily M-F, 371/2 extended minutes/day program.

3. The teacher utilizes a variety of instructional materials to support ELLs. A Balanced Literacy Approach is used that is consistent with the ELA/ESL approach in most literacy classes. Cooperative learning strategies are utilized in addition to scaffolding, TPR, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development.

4. Assessments for students are provided in translated versions in their native language to ensure fair and credible evaluation.

5. Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

### 5a. Plan for SIFE

There is one SIFE student currently enrolled in the ESL program. This students with interrupted formal education will be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

### 5b. Plan for ELLs in school less than 3 years/ Newcomers

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. There are two ELL newcomers student at IS 364.

Newcomers/ELLs in school less than three years participate in small group, task-oriented learning activities that guide the production of language both in verbal and written form. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers

### 5c. Plan for ELLs in school 4-6 years

Both the classroom teacher and the ESL teacher use scaffolding and realia to ensure;

- academic rigor;
- the use of ESL methodologies during instruction;
- alignment of all instruction with the NYS/NYC standards; and
- the recruitment and retention of high quality teachers of English Language Learners.

Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school and / or before school.

### 5d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support provided through a Personal Intervention Program that may include additional instructional time through an after-school program and/or an extended week program.

6. The teacher utilizes a variety of instructional materials to support ELL-SWD. A Balanced Literacy Approach is used that is consistent with the ELA/ESL approach in most literacy classes. Cooperative learning strategies are utilized in addition to scaffolding, TPR, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development.

## Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 33
75%	
50%	
25%	
0%	

## A. Programming and Scheduling Information

educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school or before school. These intervention programs are offered via small group instruction, with instruction given in English.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT are offered the opportunity to continue in the ESL program if needed to ensure their continued academic success. Former ELLs are monitored by the ESL teacher in collaboration with the ELA teacher. All accommodations are provided during testing for two years after reaching proficiency.

### 10. Future Plans for ELL Programs –Describe changes planned- improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

### 11. Future Plans for ELL Programs – discontinued programs

No ELL programs will be discontinued for the current school year.

### 12. Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Tuesdays and Thursdays through the school's 50 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs.

### 14. Native Language Support

ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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### 8. Intervention Programs for ELLs (AIS)

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Students reaching proficiency on the NYSESLAT are offered the opportunity to continue in the ESL program if needed to ensure their continued academic success. Former ELLs are monitored by the ESL teacher in collaboration with the ELA teacher. All accommodations are provided during testing for two years after reaching proficiency.

### 10. Future Plans for ELL Programs –Describe changes planned- improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

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No ELL programs will be discontinued for the current school year.

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### 14. Native Language Support

ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer-interaction and by the use of bilingual dictionaries.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

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### 10. Future Plans for ELL Programs –Describe changes planned- improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

### 11. Future Plans for ELL Programs – discontinued programs

No ELL programs will be discontinued for the current school year.

### 12. Equal access to all programs

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### 14. Native Language Support

ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer-interaction and by the use of bilingual dictionaries.

### 15. Support Services

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### 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)?

N/A

Science:

### 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.

#### 1. Professional Development

Staff development will include all teachers in the building. Teachers will receive professional development designed to support the implementation of the Chancellor's initiatives and regional/school goals for the instruction of ELLs. Workshops will be conducted by certified ESL teachers and other specialists.

2. ESL teachers will attend ESL staff development meetings and workshops on a monthly basis. These meetings will provide teachers with opportunities to discuss current research, best practices, materials, NYS-ESL standards, NYS-ELA standards, instructional strategies and alignment to core curriculum and the application of the Core Knowledge prototype.

3. The ESL teacher supports staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist from the CFN. The training will be facilitated to staff in the spring. Each participant will be awarded a certificate of completion upon completion of the training series.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN partnership is made available to all staff. Teachers discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach including Inquiry Teams will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies.

Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

## 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?

1. Parent involvement at IS 364 includes a variety of workshops on several topics offered throughout the school year. A monthly calendar of parent workshops and meetings is disseminated monthly to all parents. ELL parents are invited to an orientation, if needed, and all other workshops throughout the year. A meeting for ELL parents to discuss the ESL program, NYSESLAT and any concerns of the parents is currently scheduled for Wednesday November 10, 2010.

2. The school currently partners with Learning Leaders, which is a voluntary training program that allows parents to assist teachers in the classroom. At this time, there are no other agencies providing services and workshops for ELL parents.

3. Parent needs are evaluated by contact with the Parent Coordinator. The PTA decides on workshop ideas and topics, based on what other parents have requested.

4. Parental involvement activities involve High School entrance and College and Career decisions, as per parent requests. Other issues, such as testing, data, ARIS parent link, and the like, are addressed with workshops as well.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school or before school. These intervention programs are offered via small group instruction, with instruction given in English.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT are offered the opportunity to continue in the ESL program if needed to ensure their continued academic success. Former ELLs are monitored by the ESL teacher in collaboration with the ELA teacher. All accommodations are provided during testing for two years after reaching proficiency.

### 10. Future Plans for ELL Programs –Describe changes planned- improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

### 11. Future Plans for ELL Programs – discontinued programs

No ELL programs will be discontinued for the current school year.

### 12. Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Tuesdays and Thursdays through the school's 50 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs.

### 14. Native Language Support

ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school or before school. These intervention programs are offered via small group instruction, with instruction given in English.

### 9. Transitional Student Support Plan ( ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT are offered the opportunity to continue in the ESL program if needed to ensure their continued academic success. Former ELLs are monitored by the ESL teacher in collaboration with the ELA teacher. All accommodations are provided during testing for two years after reaching proficiency.

### 10. Future Plans for ELL Programs –Describe changes planned- improvements

To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year.

### 11. Future Plans for ELL Programs – discontinued programs

No ELL programs will be discontinued for the current school year.

### 12. Equal access to all programs

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Tuesdays and Thursdays through the school's 50 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding.

### 13. Instructional materials including technology/ Instructional materials in Content Areas

We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs.

### 14. Native Language Support

ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer-interaction and by the use of bilingual dictionaries.

## B. Programming and Scheduling Information--Continued

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### 15. Support Services

### 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)?

N/A

### 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.

#### 1. Professional Development

Staff development will include all teachers in the building. Teachers will receive professional development designed to support the implementation of the Chancellor's initiatives and regional/school goals for the instruction of ELLs. Workshops will be conducted by certified ESL teachers and other specialists.

2. ESL teachers will attend ESL staff development meetings and workshops on a monthly basis. These meetings will provide teachers with opportunities to discuss current research, best practices, materials, NYS-ESL standards, NYS-ELA standards, instructional strategies and alignment to core curriculum and the application of the Core Knowledge prototype.

3. The ESL teacher supports staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist from the CFN. The training will be facilitated to staff in the spring. Each participant will be awarded a certificate of completion upon completion of the training series.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN partnership is made available to all staff. Teachers discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach including Inquiry Teams will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies.

Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

## 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?

1. Parent involvement at IS 364 includes a variety of workshops on several topics offered throughout the school year. A monthly calendar of parent workshops and meetings is disseminated monthly to all parents. ELL parents are invited to an orientation, if needed, and all other workshops throughout the year. A meeting for ELL parents to discuss the ESL program, NYSESLAT and any concerns of the parents is currently scheduled for Wednesday November 10, 2010.

2. The school currently partners with Learning Leaders, which is a voluntary training program that allows parents to assist teachers in the classroom. At this time, there are no other agencies providing services and workshops for ELL parents.

3. Parent needs are evaluated by contact with the Parent Coordinator. The PTA decides on workshop ideas and topics, based on what other parents have requested.

4. Parental involvement activities involve High School entrance and College and Career decisions, as per parent requests. Other issues, such as testing, data, ARIS parent link, and the like, are addressed with workshops as well.

## 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)							1		1					2
Intermediate(I)								1						1
Advanced (A)														0
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>													
	<b>P</b>													

**NYS ELA**

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

**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	1								1
8									0
NYSAA Bilingual Spe Ed	1								1

**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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. At I.S. 364, our LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have 2 beginner ELLs and 1 intermediate ELL. We utilize Fountas and Pinnell levelling to assess our students' early literacy skills.

Grade	Beginners	Intermediate	Advanced
6	1	0	0
7	0	1	0

## 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.

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dale Kelly	Principal		1/1/01
Monica McKain-Brown	Assistant Principal		1/1/01
Dollene Adams	Parent Coordinator		1/1/01
rena Rubin	ESL Teacher		1/1/01
Collette Williams	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Alsion Cerami	Coach		1/1/01
	Coach		1/1/01
Gloria Thomas-Cole	Guidance Counselor		1/1/01
Jean McKeon	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 19K364      **School Name:** Gateway Intermediate School

**Cluster:** 2      **Network:** CFN 211

**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.

To determine the written translation and oral interpretation needs of the parent body, we use the information from ATS and ARIS. Further, should we have a newly admitted student, we would use the information gathered from the admission process (HLIS survey and interview) to determine the needs of the parents.

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.

The major findings of I.S. 364's written translation and oral interpretation needs is that most parents/guardians are not in need of translated documents or interpretations. I.S. 364 has only three ELL students, two of whom, are relatively longer term ELLs. The one newcomer ELL student's parent speaks and communicate fluently in English. While there are some parents/guardians in need of Spanish texts, most parents can read and understand English documents and conversations.

## 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.

When needed, the school utilizes the translated documents available on the DOE website. GoogleTranslate can also be used to translate important information needed for parents. There are also several multi-lingual staff members in the building who will help translate or determine the efficacy of translated documents in a timely fashion.

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.

When needed, the school utilizes the interpretation services available both on the DOE website and through the DOE Translation offices. GoogleTranslate can also be used to translate important information needed for parents. There are also several multi-lingual staff members in the building who will help interpret or converse with parents, when necessary.

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

I.S. 364 will fulfill Section VII of Chancellor's Regulation A-663 by distributing Bill of Parent Rights and Responsibilities to Limited English Speaking Parents in their language of need. Additionally a sign in the languages spoken by our parent population has been posted in the main lobby indicating the availability of translation and interpretation services. At no point will a language barrier prevent a parent or guardian from communicating with the school about their child's safety or well-being.