



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JAMAICA GATEWAY TO THE SCIENCES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q350

PRINCIPAL: CAREN BIRCHWOOD-TAYLOR **EMAIL:** CBIRCHW@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

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
Caren Birchwood-Taylor	*Principal or Designee	
Rosemarie Slaymaker	*UFT Chapter Leader or Designee	
Roger Maxwell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Bridget Phillip Khawaja Ali	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Helen Maxwell	Member/Parent	
Keisha James-Sentino	Member/Parent	
Shawana Anais	Member/Parent	
Maharani Rupan	Member/Parent	
Scott Pecorino	Member/Teacher-SLT secretary	
Jonathan Lipp	Member/Teacher-SLT Chairperson	
Tanya Wardally	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

- To improve student attendance rate from an average range of 88% to 95% by June 2012.

Comprehensive needs assessment

- Our attendance needs to be improved in order for all of our students, including at risk students, to accumulate credits in a timely manner to be on track for graduation.

Instructional strategies/activities

- Incentive program for 100% attendance rate. For example, certificate, display names of student every month on bulletin board with perfect attendance, celebratory ceremony for perfect attendance, offer class trips to students with 90% or above attendance rate and pizza party.
- After generating the ATS report each day, the names of student who are absent will be called and a LTA list will be maintained on our records, which will be followed up by our attendance teacher to investigate the case. Our community assistant and school aide will create the certificates for students who are identified through ATS to have a perfect attendance each marking period. A list of students name will be printed and placed on the bulletin board each marking period.
- Teachers will provide their input during our faculty and inquiry meeting to assess how well the attendance intervention is working and the effect it has on academic performance.
- Messenger system is linked with the ATS to make phone calls home daily.

Strategies to increase parental involvement

- Perfect attendance certificates will be mailed home to parents.
- Our school messenger will play a congratulatory message to students' home with perfect attendance for each marking period.
- Parents will be called into the school for a meeting, if their child is absent from school 4 or more for the month without valid excuse.
- Attendance teacher visits homes for frequent absences of students.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our monthly PD, departmental and faculty, discussion will address student attendance alignment with academic performance
- Recruit teachers who can describe specific attendance intervention strategies
- Parental outreach log on attendance must be maintained by every teacher

Service and program coordination

- Having high interest clubs & teams that students will want to attend school
- Community Associate finding Internship programs that appeals to student's interest
- A vast array of PSAL sports team for each season
- Motivation assemblies encouraging students to attend school

Budget and resources alignment

- Title 1 funding used to purchase the attendance certificates & free pizza for students
- ARRA Sig grant used to purchase the School Messenger system, pay for Community Associate
- Drum Assembly & Mock Trial along with other school clubs or teams- TL Fair Student Funding

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

- 78% of IEP/ELL students will pass all core subjects, Math, ELA, Science & Social Studies, by Summer 2012.

Comprehensive needs assessment

- Our ELL/IEP students are identified as the bottom third that needs to be improved in order to pass state mandated regents required for graduation, which is gathered from HSST(Scholarship Report) ARIS, Marking period 1 Report Card & the 9th grade Diagnostic Assessment.

Instructional strategies/activities

- Mandate all IEP/ELL students to attend after-school tutoring at least two times per week for one and a half hour each time.
- Individual conference with students to set goals
- IEP/ELL students will use the online ELA program ACHIEVE 3000, to improve their reading skills resulting in grade level reading by the time they have completed the program.
- Students will also attend tutoring during the school day two times per week within their subject area.
- Students who have been determined to have no access at home will access internet at school on days they do not have tutoring.
- (IEP) Students who are in resource room will spend time getting further assistance with the subject area that seems to be the most difficult.
- Students with IEPs will attend at least 1 day after school help in Math (Algebra) and Living Environment

Strategies to increase parental involvement

- Parents will be informed of the mandated afterschool program that their child will be attending by mail and by phone calls.
- Parents will be invited to join their child at the school or at home to use ACHIEVE 3000 using the password and code provided to families.
- The school will communicate with parents on a bi-weekly basis to relay the progress of their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Our monthly PD, departmental and faculty, as well as our weekly inquiry meeting will provide suggested strategies and technique to be implemented in the classroom with IEP/ELL students.
- Special Education and ESL teacher will attend outside PD training to enhance their teaching pedagogy.

Service and program coordination

- High interest clubs & teams that will motivate students to improve their academic standing to performance.
- After-school online tutorial & services provided to IEP/ELL students twice a week.
- A vast array of PSAL sports team for each season clubs, teams for which participation is based on academic standing

Budget and resources alignment

- Title 1 funding for outside PD that the Special education & ESL teacher will attend
- ARRA Sig grant used to purchase ACHIEVE 3000 software, computers & Messenger System
- TL Fair Student Funding for review books
- Paid Professional Development to train teachers- TL Fair Student Funding

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

- By August 2012, 90% of our Seniors will graduate with a NYS Regents Diploma.

Comprehensive needs assessment

- After evaluating senior students' transcripts from HSST, it is revealed that students' regents scores & credit accumulation is not aligned to graduation requirements.

Instructional strategies/activities

- Form independent study within subject area required for graduation.
- Inquiry Meeting revealed that there are gaps in students' Math skills & independent goals are being set for each student.
- Peer-tutoring
- Regents Review after-school that meets two times per week for one and half hour.
- Using AVENTA on-line Regents Review courses for Earth Science, Chemistry, Algebra, Trigonometry, Geometry, ELA, U.S History & Government and Global Studies

Strategies to increase parental involvement

- Senior contract for graduation developed with students and signed by parents
- Graduation -in jeopardy letter sent home to inform parents of child's progress towards graduation
- Conference with parents of students who are chronically absent or late
- Parent workshop on graduation requirements
- School Messenger call home to remind parents of their child attending mandatory Regents Review & letters sent home to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional Development on using AVENTA
- Inquiry meetings and communications with teachers on students in jeopardy for graduation using ARIS & HSST (scholarship Report)
- Professional Development on engaging students in learning and assessing students' performance

Service and program coordination

- Community Associate secures internships for seniors as an academic motivator and career incentive
- Seniors visit Colleges & participated in College Fair
- College admission personnel visiting Seniors during College prep class

Budget and resources alignment

- ARRA for AVENTA & School Messenger Service
- Title 1 funding for professional development

ANNUAL GOAL #4 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 #4

- At least 88% of parents will report in the school survey that the school engages them in their child's learning.

Comprehensive needs assessment

- The research shows that students will perform better in school in terms of their grades, attendance and behavior when their parents are involvement in their education.

Instructional strategies/activities

- During orientation, the school's policy, grading policy, attendance requirement and homework requirement is distributed to parents and students at the beginning of the school year
- School website, e-chalk, provides information on activities, school events, teachers' class assignments, course outlines and links to academic support.
- Free Health Fair for parents and students to attend with discussions on different careers within the health field.
- Workshop for parents and students on graduation requirement and study skills
- Progress Reports are sent home and phone calls made to parents of students in need of support

Strategies to increase parental involvement

- School Messenger calls parent to announce or to remind about any important school events, such as closing of school, PTA/PTC meetings and upcoming events; student absence.
- Guidance Counselor conference with parents regarding academic performance and resources available to assist students.
- Offer incentives for attending PTA meeting on a regular basis.

Strategies for attracting Highly Qualified Teachers (HQT)

- During professional development, parental outreach is emphasized and strategies are offered to teachers on ways to actively engage parents, for example:
- Train teachers to use the Messenger System to send mass messages home
- Train teachers to use the school's e-chalk website for posting assignments, class information, and communicating electronically with parents
- Memo provided to teachers regarding protocols and recommendation for conducting an effective Parent-Teacher's Conference
- Train teachers to assist parents in using the literacy program Achieve 3000

Service and program coordination

- Outreach by PTA president to increase parental involvement in the school
- Community Associate attends district wide CSE workshop to gain strategies on increasing parental involvement

Budget and resources alignment

- ARRA is used to purchase School Messenger System
- Title 1 funding used for parental outreach

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	64	35	32	3	2			
10	0	2	1	0				
11	4	4	0	3				
12	2	1	0	2	1			

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
ELA Summer school Tutoring Resource Room Achieve 3000 Regents prep SAT/PSAT prep Starfall.com	Group Individual, small group, peer- before,after,during school small group- after school, during school Group, individual During school, after school Group- After school Group- Saturday, during school – college prep classes Group, individual-after school
Mathematics Summer School Tutoring Resource Room Regents prep SAT/PSAT prep Hippocampus.org	Group Individual, small group, peer- before,after,during school small group- after school, during school Aventa- individual, Group- After school Group- Saturday, during school – college prep classes Individual
Science Summer School Tutoring Resource Room Regents prep Make-up labs	Group Individual, small group, peer- before,after,during school small group- after school, during school Aventa- individual, Group- After school Group- After school in Spring
Social Studies Summer School Tutoring Resource Room Regents prep	Group Individual, small group, peer- before,after,during school small group- after school, during school Aventa- individual, Group- After school

At-risk Services provided by the Guidance Counselor	<p>During school, individual and small group.</p> <p>Counseling as mandated by students' IEPs</p> <p>Counseling for truant students</p> <p>Counseling on demand for students with socio-emotional challenges</p>
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	Nurse's intervention when needed for recurrent symptoms of asthma

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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. The policy of Jamaica Gateway to the Sciences 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;
- conducting workshops for parents to understand 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 Jamaica Gateway to the Sciences Parent-Teachers' 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, Jamaica Gateway to the Sciences 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 Jamaica Gateway to the Sciences Parent-Teachers' Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- have a Community Associate serve as a liaison between the school and families. The Community Associate 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 Community Associate will also maintain a log of events and activities planned for parents
- conduct an Annual Title I Parent Event 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, School Survey Report;
- host the required Annual Title I Parent Meeting each 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;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Jamaica Gateway to the Sciences Parent-Teachers' Association, and Title I Parent Committee;
- supporting or hosting Family Day events;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing a web publication, jamaicagateway.org via E-Chalk, designed to keep parents informed about school activities and student progress;

SCHOOL-PARENT COMPACT

Jamaica Gateway to the Sciences, 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

Jamaica Gateway to the Sciences will 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;

Jamaica Gateway to the Sciences will 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 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 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;
- 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 with 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;
- 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, plays video games or socializing on the computer
- 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 Jamaica Gateway to the Sciences Parent-Teachers' 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 to all of my classes;
- 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 apply my best effort to learning

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Kathy Pelles	District 28	Borough Queens	School Number 350
School Name Jamaica Gateway to the Sciences			

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

Principal Caren Birchwood-Taylor	Assistant Principal Satanya McLaughlin
Coach	Coach
ESL Teacher Caroline Jukich	Guidance Counselor
Teacher/Subject Area Mahitot Arnold/Special Ed.	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	11
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	224	Total Number of ELLs	9	ELLs as share of total student population (%)	4.02%
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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. Jamaica Gateway to the Sciences takes the following steps for the initial identification of students who may possibly be ELLs. All parents of new public school enrollees are required to complete the Home Language Identification Survey (HLIS). The school secretary notifies the certified ESL teacher of new public school enrollees. The ESL teacher then makes an appointment with parents to complete the HLIS and conducts the informal oral interview in English. If necessary, translators are used to contact the informal oral interview in the native language. Once potential ELLs are identified, the ESL teacher administers the LAB-R test within ten days of enrollment and makes the formal initial assessment. The ESL teacher administers the NYSESLAT to ELLs in the spring. Based on NYSESLAT scores, the ESL teacher notifies each parent of their child's continued entitlement or non-entitlement/transition to ELL services.
2. Once ELLs are identified, the ESL teacher sends home an entitlement letter and makes an appointment for an orientation for parents of newly enrolled ELLs. During the orientation, the ESL teacher shows parents the orientation video, answers questions about the different ELL programs, and informs parents of the ELL program available at Jamaica Gateway to the Sciences. At the end of the orientation, the Parent Survey and Program Selection form are collected. Materials used during the orientation are made available in the home language, and assistance from a translator is used, if necessary. ELLs are placed in the parent's program of choice within 10 days of enrollment.
3. Entitlement letters are mailed home. The ESL teacher makes an appointment with parents to return the Parent Survey and Program Selection form at a parent orientation. If parents cannot come in person, the orientation is conducted over the phone, and Parent Survey and Program Selection forms are returned to school with the student.
4. Parents receive materials about our ESL instructional program in their native language. This is presented at the parent orientation.
5. As Jamaica Gateway to the Sciences has only had one new ELL enrolled in the 2011-12 academic year, we cannot say that we have seen a trend in program choice. However, as our ELL population grows, we will study these trends in order to align our ELL program models with parent choice.
6. At this time, our program model is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input checked="" type="radio"/>	No <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2			1			6		3		9
Total	2	0	0	1	0	0	6	0	3		9

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

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										3				3
Chinese														0
Russian														0
Bengali										2				2
Urdu										2				2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other										1				1
TOTAL	0	9	0	0	0	9								

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?

A. Programming and Scheduling Information

1. a. Jamaica Gateway to the Sciences currently has a Pull-Out model of ESL.
- b. All ELLs are ninth grade students mixed heterogeneously by proficiency level.
2. All ELLS receive the mandated number of instructional minutes according to proficiency level as per CR Part 154. The ESL teacher works with the staff member in charge of programming to ensure that students are programmed to receive the mandated instructional minutes.
 - a. Beginning ELLs receive 540 minutes of ESL instruction per week, Intermediate ELLs receive 360 minutes of ESL instruction per week, and Advanced ELLs receive 180 minutes of ESL instruction per week. Additionally, Advanced students receive 180 minutes of ELA instruction per week.
3. The content areas as well as ESL instruction are delivered in English with native language support. The ESL teacher works collaboratively with content area teachers to ensure that ESL methodology and ESL instructional strategies are used to make language accessible and content comprehensible. Examples of ESL methodologies and strategies used include cooperative learning, hands-on learning, TPR, use of visuals, text-rich classrooms, modified texts and materials, native language materials and references when appropriate, differentiation based on language proficiency, and alternative assessment. Additionally, it is our goal for ELLs to have the opportunity to use speaking, listening, reading, and writing during each content area and ESL instructional period.
4. ELLs are not evaluated in their native languages.
5. Jamaica Gateway to the Sciences differentiates instruction for ELL subgroups.
 - a. Our school does not currently have a SIFE population, but our instruction plan for SIFE is as follows. After completing the SIFE Oral Interview Questionnaire, the Academic Language and Literacy Diagnostic (ALLD) will be administered to students who report an interruption of more than two years in their formal education. Students with a home language other than English or Spanish will instead provide a brief writing sample and complete a reading comprehension passage in their native language, which will be evaluated by the NYC DOE Translation unit. Following diagnostic assessment, interventions for SIFES would include literacy development, extended day, guidance, and the use of modified texts and materials to make content classes comprehensible.
 - b. ELLs in U.S. schools less than 3 years are given special attention in the ESL classroom. The buddy system is used, and newcomers are paired with Advanced ELLs who preferably speak the same home language. Additionally, each content area teacher receives extra support in delivering instruction to newcomers as well as regular verbal and written check-ins by the ESL teacher to monitor the progress of these students. Achieve3000, peer tutoring, teacher-led tutoring, and the extended day program are all used to help newcomers progress.
 - c. ELLs receiving services for 4 to 6 years are supported and challenged in their ESL and content area classes. These students participate in peer tutoring, teacher-led tutoring, and the extended day program. Instruction for these students is similar to instruction for their peers who are on grade level, but is differentiated according to language proficiency with extra emphasis on grammar, word work, and reading instruction. Achieve3000 is also used with these students.
 - d. Long-term ELLs receive instruction similar to that of their peers who are on grade level, but there is extra emphasis on reading and writing. The rationale for this is that these students, as per the NYSESLAT, are already proficient in speaking and listening. Long-term ELLs also participate in peer-tutoring, teacher-led tutoring, and the extended day program. Achieve3000 is also used with these students. Additionally, tutoring for Regents exams is emphasized for this subgroup.
6. All ELL-SWDs travel together with a certified Special Education teacher who is their Collaborative Team Teacher (CTT) for each content area. ELL-SWDs use the same materials as other students on their grade-level. The Special Education teacher works with both the ESL teacher and the content area teacher to ensure that ELL and Special Education instructional strategies are used in each content area.
7. In order to provide the least restrictive environment, all ELL-SWDs are part of a CTT class that includes mainstream students.

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 speak. Do not include:

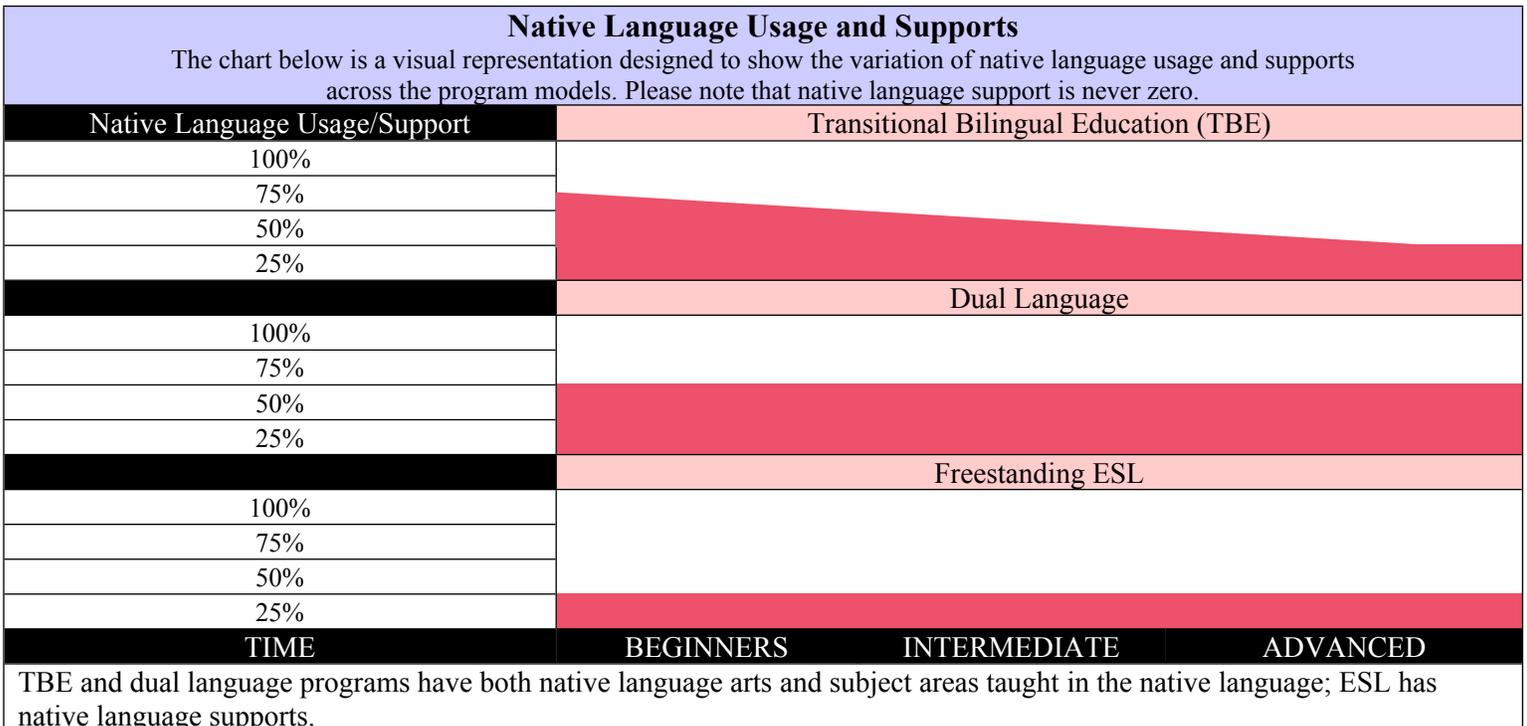
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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. Jamaica Gateway to the Sciences targets every subgroup to receive interventions delivered in English for ELA, math, social studies, and science. Interventions include peer tutoring and teacher-led tutoring for all content areas. The extended day program focuses on science instruction one day per week, math instruction one day per week, and ELA instruction two days per week. Additionally, all ELLs are encouraged to attend tutoring for specific Regents exams depending on their grade level. Achieve3000 is used as a literacy intervention for all subgroups. Achieve3000 is used in English with native language support.

9. Transitional support for ELLs reaching proficiency on the NYSESLAT includes the same interventions used for ELLs. Teachers are made aware of the services and accommodations that former-ELLs are entitled to. Examples include testing accommodations such as time extensions, separate rooms, and use of a glossary.

10. As Jamaica Gateway to the Sciences is a new school in the 2011-12 academic year, we do not yet have plans in place for new programs or improvements. We will perform an interim assessment in January to evaluate our programs and services for ELLs. This data will be used to plan new programs and improvements.

11. No programs or services for ELLs will be discontinued at this time. Data from the interim assessment will be used to make decisions to discontinue any programs or services for ELLs.

12. Jamaica Gateway to the Sciences has a number of after school programs and supplemental services such as clubs, athletics, the extended day program, peer tutoring, and teacher-led tutoring. Like all students, ELLs are encouraged to participate.

13. The use of technology as an instructional support for ELLs includes SMART Boards, student laptops, and the Achieve3000 program. Other instructional materials include textbooks, workbooks, worksheets, and reference materials. The ESL teacher collaborates with content area teachers to supplement and modify materials in order to support all levels of proficiency. Bilingual reference materials such as bilingual dictionaries and glossaries are purchased in students' home languages as needed.

14. Members of the Jamaica Gateway to the Sciences school community regard ELLs' home languages as a resource. Native language support is delivered by peers through collaborative learning. ELLs are allowed to first write in their native language for some assignments and then translate their writing into English. ELLs have access to bilingual reference materials such as bilingual dictionaries and glossaries. We are currently growing our native language library which features bilingual texts and literature in students' native languages.

15. Yes, required services and resources support and correspond to ELLs' ages and grade levels.

16. Newly enrolled ELL students will participate in the summer bridge program.

17. ELLs are not currently offered language electives. We choose to first help ELLs strengthen their English language skills.

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)?

These questions do not apply to our school.

D. Professional Development and Support for School Staff

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

1. Jamaica Gateway to the Sciences' professional development for ELL personnel is as follows. ELL topics and issues are discussed during our monthly faculty meeting, our weekly inquiry meetings, and our staff development days. All ELL personnel are instructed on the principles of Accelerating Academic Language Development (AALD). The ESL teacher supports content teachers by teaching them ESL methodologies and ESL instructional strategies to use during content instruction. The ESL teacher provides this support during meetings and common planning times.

2. Jamaica Gateway to the Sciences provides staff with support to assist ELLs as they transition from middle to high school. The staff is encouraged to establish a buddy system for ELLs in their content classes. All students participate in a weekly advisory class. All students meet with the guidance counselor at least once, and then on an as-needed basis. Students are encouraged to join clubs and after-school activities in order to interact with peers and explore academic interests.

3. In order to be in compliance with the Jose P. requirements, all staff will receive 7.5 hours of ELL professional development from the ESL teacher. The ESL teacher will meet with content teachers during common planning to discuss and implement strategies to support the instruction of ELLs. Resources from the LAP Toolkit as well as research on best practices are made available to all staff.

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. Parental involvement is important to our school community. Jamaica Gateway to the Sciences has an active PTA that meets on either the second or third Wednesday of the month from 6:00p.m. to 7:00p.m. While all members of the staff are responsible for parent outreach, Jamaica Gateway to the Sciences has a two-person Parent Outreach Team responsible for communication with families about school programs, important school decisions, and student progress and needs. Jamaica Gateway to the Sciences maintains a website with information for parents. Website content can be translated into 52 different languages. Jamaica Gateway to the Sciences supports oral interpretation, written translation, and dissemination of information materials in the family's preferred language. Preferred language is identified by administering our school's Student Home Language Survey (SHLS). The SHLS also allows school leadership as well as the ESL teacher to identify parents who would like to volunteer as translators for fellow parents. We will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. In addition, parent ESL classes will be held for parents who want to learn English. Instructional materials and snacks will be purchased to support parent activity. We will also incorporate a computer technology component to our parent ESL evening classes to support parents in areas such as researching jobs, health care, and child care.

2. Our Community Coordinator, Gail Robergeau, partners with local businesses and community based organizations to provide resources and services for ELL families and students.

3. The needs of parents are initially evaluated through a survey administered to every parent. The surveys are reviewed by the Principal, Assistant Principal, and the Parent Outreach Team. Surveys are evaluated to determine needs specific to all parents, parents of student subgroups (including ELLs), and individual parents. Parent needs are further evaluated through parent outreach and parent meetings.

4. Parental involvement activities supported by Jamaica Gateway to the Sciences address the needs of parents because they are created in direct response to parent surveys and communication.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4		2		2				8
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				
Algebra 2/Trigonometry	9			
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	9			
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									

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

- This does not apply to us as we are a secondary school.
- All of our ELLs are 9th graders. Evaluation of their LAB-R scores from the current year or NYSESLAT scores from the previous year (grade 8) reveal data patterns across proficiency levels. All students who have an overall score of Advanced (A) scored at the Proficient (P) level in the Listening/Speaking modality. Those same students scored at the Advanced (A) level in the Reading/Writing modality. The majority of students who have an overall score of Intermediate (I) also scored at the Proficient (P) level in the Listening/Speaking modality. Those same students scored at the Intermediate (I) level in the Reading/Writing modality.
- Patterns across NYSESLAT modalities suggest that instruction should concentrate on reading and writing.
- This does not apply as our ELLs do not take tests in their native languages.
 - The school leadership and ESL teacher uses the results of the ELL Periodic Assessments to measure progress toward meeting NYS ESL standards. This in turn affects instructional decisions based on patterns of the three modalities assessed: reading, writing, and listening. Results of the ELL Periodic Assessment are shared in our inquiry meetings as ELLs are a subgroup we choose to focus on.
 - We have compared students' predicted NYSESLAT scores on the ELL Periodic Assessment with their NYSESLAT scores from the previous year. We have learned that students are making strides in the modalities that challenged them on their grade 8 NYSESLAT.
- This question does not apply to us.
- Evaluation of the success of our program for ELLs is ongoing. Factors examined include student progress in the content areas, promotion rates, NYSESLAT scores, and other standardized test scores.

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.

School Name: <u>Jamaica Gateway to the Science</u>		School DBN: <u>28Q355</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caren Birchwood-Taylor	Principal		12/15/11
Satanya McLaughlin	Assistant Principal		12/15/11
	Parent Coordinator		12/15/11
Caroline Jukich	ESL Teacher		12/15/11
	Parent		12/15/11
Mahitot Arnold/Special Ed.	Teacher/Subject Area		12/15/11
	Teacher/Subject Area		12/15/11
	Coach		12/15/11
	Coach		12/15/11
	Guidance Counselor		12/15/11
	Network Leader		12/15/11
	Other		12/15/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q350 **School Name:** Jamaica Gateway to the Sciences

Cluster: 1 **Network:** 112

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

Part A: Needs Assessment Findings

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

Jamaica Gateway to the Sciences uses a variety of data and methodologies to assess our school's written translation and oral translation needs. Enrollees who are new to public school must have a parent/guardian fill out the Parents' Preferred Language Form and the Home Language Identification Survey (HLIS). Data from Part 3 of the HLIS is used to establish parents' preferred language for written communication and oral communication from the school. The school secretary uses the RHLA code in ATS to establish home language for written and oral communication. Additionally, our school administers a Student Home Language Survey, created in-house, to all students. The survey asks for information about home language, preferred language for written communication, and preferred language for oral communication. The survey also asks if parents/guardians are willing to volunteer as translators for their fellow 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.

Responses to the Student Home Language Survey indicates that 86% of families in our school community use English as their home language. The breakdown of the remaining home languages is as follows: 4% Bengali, 4% Spanish, 1.8% Punjabi, and 1.3% Urdu. Other home languages spoken by at least one family in our school community are Tagalog, Mandarin, Hindi, and Sinhala. The findings were included in a weekly report presented to the school community by the school leadership.

Part B: Strategies and Activities

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

Jamaica Gateway to the Sciences ensures timely provision of translated documents by having in place a variety of services to provide written translation to families in our school community. The DOE Translation unit is used to translate written documents that contain critical information for parents about their child's education. Our school also makes use of the extensive amount of previously translated documents provided on the New York City Department of Education website. The school secretary also utilizes a web-based translation system to generate letters and documents specific to our school. Additionally, school staff and parents volunteers are used as whenever possible.

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.

Jamaica Gateway to the Sciences uses a variety of services to provide oral interpretation services to families in our school community. The DOE Translation unit is used on a as-needed basis for on-site or over-the-phone oral interpretation services at events such as parent teacher conferences. School staff and parents volunteers are utilized as interpreters whenever possible.

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>.

To fulfill Section VII of Chancellor's Regulations A-663, parents are provided with written notification of their rights regarding translation and interpretation services. Translated versions of the Parent Bill of Rights are made available in students' home languages. Additionally, signage posted in the main office indicates the availability of language services.

