



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: GATEWAY INTERMEDIATE SCHOOL

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

PRINCIPAL: Dale Kelly EMAIL: DKELLY12@SCHOOLS.NYC.GOV

SUPERINTENDENT: JOYCE STALLINGS-HARTE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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	On file
Bettie Mushatt-Parker	*UFT Chapter Leader or Designee	On file
Collette Williams	*PA/PTA President or Designated Co-President	On file
Christine Robertson	DC 37 Representative, if applicable	On file
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Monica McKain Brown	Member/CSA	On file
Harold Small	Member/UFT	On file
Tracey Stokley	Member/Parent	On file
Patricia Owens	Member/Parent	On file
Sharon Hill	Member/Parent	On file
Clarence Givhans	Member/Parent	On file

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
“Deepen academic rigor by increasing the use of academic tasks that emphasize higher order skills allowing students to refine their work and align with key standards”. QR 11-12, page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, administrators will conduct four (4) short frequent observations of each teacher in grades 6-8 using Danielson Framework of Teacher Effectiveness to deepen academic rigor and emphasize higher order skills in instructional practice as evidenced by providing teachers with timely and specific written feedback.

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,
 - key personnel and other resources used to implement these strategies/activities,
 - identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - timeline for implementation.

Strategy: Using Danielson’s Framework of Teacher Effectiveness, administrators will conduct four (4) short frequent observation and provide timely specific written feedback to teachers in the following competencies: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance. Administrators will use Danielson’s Framework to ensure all teachers are consistently implementing coherent instruction, questioning and discussion techniques and using instruction to improve teacher instruction and student performance Danielson Framework of Teacher Effectiveness will be used to evaluate and strengthen instructional practices to deepen academic rigor and emphasize higher order skills

Activity: Administrators will establish clear expectations for pedagogy based on a research-based rubric of practice. Administrators will engage in cycles of teacher observation and will provide timely and specific feedback to teachers

Key Personnel: Network Achievement Coach will train administrators on developing a shared understanding of instructional excellence using the research-based rubric of practice

Targets (Benchmark): Each teacher will receive four (4) short frequent observations with timely and specific written feedback in order to assess teacher effectiveness, diagnose needs, deepen academic rigor and emphasize higher order skills to improve instructional practices.

Timeline: By June 2013, administrators will engage in cycles of short frequent observations focusing on: Designing coherent instruction (1e); Using questioning and discussion techniques (3b); Using assessment in instruction (3d) to improve teacher instruction and student performance.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep coverage and per session will be used to meet with teachers to discuss specific feedback and steps for instructional improvement

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
- Each department teacher team examines data and uses this information to emphasize key standards for groups of students that are compiled and tracked in an online data management system; however, rigorous academic tasks are inconsistently utilized in classrooms across the school, including some of the classes containing lower achieving students. QR 11-12, page 5**

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

x _____ 4.3 Comprehensive plans for teaching

_____ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, Science and Social Studies teachers in grades 6-8 will develop rigorous Science and Social Studies curriculum maps aligned to the CCLS as evidenced by completion and implementation of comprehensive curriculum maps and rubrics to assess student progress and next steps for instruction**

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Strategy: Science and Social Studies teachers will develop curriculum maps to ensure they are rigorous, aligned to the CCLS and consist of rubrics to assess student progress and inform instruction

Professional development consultant to increase teacher development, \$1200 a day x 6 days (See galaxy allocation -Title I Priority Focus funding)

Instructional supplies and textbooks to enhance units of study (See galaxy allocation- Title I Priority Focus funding)

Activity: Weekly teacher team/common planning meetings and per session will be provided for teachers to develop Science and Social

Activity: Weekly teacher team/common planning meetings and per session will be provided for teachers to develop Science and Social Studies curriculum maps for rigor, alignment to the CCLS and consist of rubrics to assess student progress and inform instruction

Key Personnel: Teacher teams and Network Achievement Coach will work with Science and Social Studies teachers in the development and alignment of the Science and Social Studies curriculum to ensure they are rigorous, aligned to the CCLS and contain rubrics to assess student progress and next steps for instruction.

Targets (Benchmark): During each marking period student work will be progress monitored using the rubrics and protocols established to ensure Science and Social Studies curriculum is rigorous and aligned to the CCLS.

Timeline: By February 2013, Science and Social Studies teachers will implement curriculum maps that are aligned to the CCLS.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Per session and /or PD will be provided for Science and Social Studies teachers so that they may in the revise and align of the Science and Social Studies curriculum to ensure they are rigorous and aligned to the CCLS. Curriculum maps will be revised to contain rubrics to assess student progress and inform instruction

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
According to the 2011-2012 school survey, 76% of students indicated that "Students threaten or bully other students at school." .School survey 11-12, page 11

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
___ 5.2 Systems and partnerships
___ 5.3 Vision for social and emotional developmental health
___ 5.4 Safety
 x 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, teacher inquiry and grade level teams will analyze and share data from OORS on behavioral trends and suspensions that might be impacting student performance and progress. Strategies and preventative PBIS behavioral interventions will be developed, shared and implemented to decrease bullying incidents and suspensions in order to increase student performance.

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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy: Teachers will implement PBIS strategies school wide and use data from OORS to analyze behavioral and suspension trends of students to decrease the number of bullying incidents in order to increase student performance

Activity: : Teacher inquiry, grade or department teams will track, analyze and share data from OORS on behavioral trends and suspensions that might be impacting student performance and progress. Strategies and preventative behavioral interventions will be developed, shared and implemented to reduce bullying incidents and suspensions in order to increase student performance.

Key Personnel: Administration, Teacher inquiry, grade level teams will meet during teacher inquiry teams to analyze, develop, and share strategies and preventative behavioral interventions to reduce bullying incidents and suspensions in order to increase student performance.

Targets (Benchmark): OORS and student performance data will be analyzed monthly to evaluate the impact PBIS strategies and preventative behavioral interventions are having on decreasing behavioral incidents and suspensions in order to increase student performance.

Timeline: Behavioral interventions and PBIS strategies implemented will be analyzed monthly using data from OORs until June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per session will be provided for inquiry teams to track behavioral trends and student performance. Inquiry teams will develop strategies for addressing students in crisis and put in place preventative behavioral strategies in order to decrease behavioral incidents and suspensions and increase student performance**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	90 Minute Extended ELA Block Programming (General Ed., Special Ed.)	Small Group Instruction Based on Needs (Levels 1 and 2)	During school
	Push-In/Pull-Out AIS Teacher – During School Day <ul style="list-style-type: none"> • Utilization of F-status personnel 	Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.	During school
	ELA Extended Day Program – After School <ul style="list-style-type: none"> • Tuesdays & Thursdays • Skill Driven • Student Progress Monitored 	Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.	After school
	Saturday Academy for ELA <ul style="list-style-type: none"> • 3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in February • Additional Time Devoted to Content Instruction • Based on Teacher Assessed Needs 	Reduced Student-Teacher Ratio enabling small group and individualized instruction	After school

	<ul style="list-style-type: none"> • Skills Driven • Frequency Based on Student's Identified Needs <p>Circular 6 Tutoring – Regular School Day</p> <p>SETSS support model that utilizes indirect services / SETSS</p> <ul style="list-style-type: none"> • Supporting At Risk Students 	<p>Small Group Instruction</p> <p>Small Group Instruction</p>	<p>During school</p> <p>During school</p>
Social Studies	<p>In-Class AIS Materials</p> <ul style="list-style-type: none"> • (Grades 6-8) including ELLs, and Sp. Ed.) • Skills Driven • Frequency Based on Student's Identified Needs <p>Circular 6 Tutoring – Regular School Day</p> <p>SETSS support model that utilizes indirect services / SETSS</p> <ul style="list-style-type: none"> • Supporting At Risk Students 	<p>Small group, whole class</p> <p>Small Group Instruction</p> <p>Small Group Instruction</p>	<p>During School</p> <p>During school</p> <p>During school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor Intervention</p> <ul style="list-style-type: none"> • Group and Individual Counseling • Needs Based • Students not Meeting Promotional / Performance Standards • Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning 	<p>Small group</p>	<p>During school</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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. 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;

19K364 Parent Involvement Policy

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 1st 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;

SCHOOL-PARENT COMPACT
19K364 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 1st 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jean McKeon	District 19	Borough Brooklyn	School Number 364
School Name Gateway Intermediate School			

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

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

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	0
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	0
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	0		

D. School Demographics

Total number of students in school	394	Total Number of ELLs	3	ELLs as share of total student population (%)	0.76%
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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

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														

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
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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
Total	1	1	0	2	0	2	0	0	0		3

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
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	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
TOTAL	0	0	0	0	0	0	1	1	1	0	0	0	0	3

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.

7. Both the push-in and pull-out model are utilized to ensure that the diverse needs of the ELL-SWD are met. 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. 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

A. Programming and Scheduling Information

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

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

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%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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.

15. Support Services

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

16. 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.

17. ELLs are offered the following language elective at I.S. 364: Spanish

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					
	A													
	P													

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				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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
8	1	0	0

2. All of our ELL students are gaining proficiency in their speaking and listening skills but require additional assistance in their reading, and writing skills. Our ELL population is benefiting from an increase of service from our ESL programs to in order to develop proficiency in the targeted language.

To this end, our push-in/pull-out program provide students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.

3. As competency develops, strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Vocabulary study is a pivotal piece and ELL students are paired with non-ELLs. Staff development will also focus on alternate assessments, focusing on alternative assessments that are not totally writing-dependent.

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.

4.

- ELA/ESL

The literacy program includes extended time for literacy instruction that includes the elements of Balanced Literacy/reader's workshop. Instruction focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms.

- Mathematics

The NYC core curriculum program is used for math instruction. Extended instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs are exposed to mathematical language and functions using ESL methodologies.

- Science /Social Studies

Teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned by the teachers. This supports the ESL teacher to support content area instruction in the ESL classroom.

6. Describe ELL program success

Our goal at Gateway Intermediate School is to ensure that all of our ELL students receive quality ESL instruction via effective utilization of our ESL teacher in collaboration with their other subject teachers. The success of the ELL program is measured by the advancement of the ELLs on the NYSESLAT.

English proficiency for our ELL students will be achieved through differentiated instruction, maximizing each child's strengths and addressing the individual child's academic deficits.

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

School Name: _____		School DBN: _____	
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

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

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.