



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE GATEWAY SCHOOL OF ENVIRONMENTAL RESEARCH AND TECHNOLOGY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X295

PRINCIPAL: CLIFFORD SIEGEL EMAIL: CSIEGEL22@SCHOOLS.NYC.GOV

SUPERINTENDENT: CARRON STAPLE

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
Clifford Siegel	*Principal or Designee	
Tom DeCruze	*UFT Chapter Leader or Designee	
Md Kabir	*PA/PTA President	
Marsha Brown	DC 37 Representative	
Alyzza Reyes	Student Representative	
Farzana Ramjohn	Student Representative	
Yessenia Lopez	Member/Parent	
Zoila Rivera	Member/Parent	
Karen Carcamo	Member/Teacher	
Christine Vaccaro	Member/Teacher	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

- To improve the effectiveness of instruction and meet the 2012-2013 Citywide Expectations, teachers will receive frequent informal observations (with feedback) and a minimum of 4 formal classroom observations during the school year.

Comprehensive needs assessment

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

- 2012-2013 Citywide expectations for frequent evaluation of instruction and frequent feedback to teachers. Informal and formal observations have shown that teachers require professional development in lesson preparation and delivery and incorporation of the Common Core Learning Standards in lessons.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Frequent informal classroom visits (snapshots of instruction) for observation and feedback.
 - A Minimum of four formal observations of each teacher during the school year.
 - Pre and Post observation conferences
 - The elements and language of the Danielson Framework will be used to provide meaningful feedback.
 - Teachers self-assess on professional teaching practice based on reflective questions aligned to standards of instruction and/or components of the Danielson Framework.
 - The standard rubric for formal evaluation or research-based rubric will be used according to current Department of Education standards.
 - Professional development during common professional periods by instructional leaders and network coaches.
- b) key personnel and other resources used to implement these strategies/activities are,
 - Assistant Principal
 - Network Instructional Coach
 - Teacher Instructional Leads
 - Teachers
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teacher Handbook
 - Departmental Conferences
 - Pre-Observation Conferences
 - Post-Observation Conferences
- d) timeline for implementation is,
 - Fall 2012; spring 2013; by semester and on-going throughout the school year.

Strategies to increase parental involvement

- The School Leadership Team will be informed of the City-wide expectations for the school year.
- Through the SLT and Parent Association, parents will be informed on teacher accountability and the observation process and understand the importance of feedback to guiding instruction.
- The Parent Coordinator will help to facilitate parent involvement.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

- Tax Levy funding for Parent Coordinator
- Tax Levy Parent Coordinator OTPS HS

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- English and Math teachers will align Instruction and increase their fluency in the Common Core Learning Standards and CCLS language, in lessons or unit plans and in their classroom activities.

Comprehensive needs assessment

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

- State curriculum audit (July 2012) required that in English and Math teachers need to align instruction to the Common Core Learning Standards (CCLS) and increase their fluency in CCLS language.

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,
 - Teacher teams will develop a Common Core aligned unit of study and rubric for evaluation that will be incorporated into lesson planning. These will include reading, writing, analysis, and oral presentation.
 - Teachers will meet in common professional times to collaboratively develop CCLS tasks, benchmarks and rubrics to assess student progress and outcomes.

- b) key personnel and other resources used to implement these strategies/activities,
 - Assistant Principal
 - Network Instructional Coach
 - Teacher Instructional Leads
 - Teachers in content area

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Departmental conferences
 - Professional development conferences
 - Professional Development Workshops with Network Instructional Coach

- d) time-line for implementation.
 - Fall 2012; spring 2013; by semester and on-going throughout the school year.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will be informed through the School Leadership Team and the Parents Association of the City-wide expectations for implementation of the Common Core Learning Standards.
- Parents will be informed of changes to assessment practices as the Common Core Learning Standards are incorporated into exams.
- The Parent Coordinator will help to facilitate meetings.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected 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).

- Not Applicable

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

- Content area teachers will plan strategies to engage students in rigorous tasks in ELA, Math, Science and Social Studies with 60% (or greater) of students engaged in task will demonstrate understanding of curriculum, information text and use of argument aligned to curriculum and Common Core Standards.

Comprehensive needs assessment

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

- 2012-2013 Citywide Expectations for engaging students in rigorous tasks in all content areas.

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,

- Teacher teams will develop a Common Core aligned unit of study and rubric for evaluation that will incorporate literacy skills including reading, writing, analysis, and oral presentation.
- Teachers will meet in common professional times to collaboratively develop tasks, benchmarks and rubrics to assess student progress and outcomes.
- Students will focus on Shifts 3 and 5 of the common core where students will read “grade appropriate text around which instruction is centered” and teacher is supportive of the activity; emphasis will be placed on the “use of evidence from sources to inform or make an argument.”
- Students will submit a written product as evidence of the task.

b) key personnel and other resources used to implement these strategies/activities,

- Assistant Principal
- Network Instructional Coach
- Teacher Instructional Leads
- Teachers in content area

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Departmental conferences
- Professional development conferences
- Professional Development Workshops with Network Instructional Coach

d) time-line for implementation.

- End of term, Fall 2012, Spring 2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The School Leadership Team will be informed of the requirements for students to complete rigorous tasks in content area subjects.
- The Parent Association will participate in workshops to explain and discuss the City-wide expectations for learning, Common Core Learning Standards and the importance of students relating to informational text.

- The Parent Coordinator will facilitate meetings.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

- Principal: Tax Levy Fair Student funding
- Assistant Principal: Tax Levy Fair Student Funding; SWP
- Network Support: Tax Levy Children First Network Support Funding

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

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

- Develop a positive school culture evident by a 10% decrease in the number of superintendent and principal suspensions through promotion of academic achievement and social responsibility--the central components of the school's youth development program.

Comprehensive needs assessment

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

- Need is based on data collected in the 2011-2012 Learning Environment Survey and OORS data.

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,
 - Develop and implement a school-wide plan for safety and discipline guided by the Chancellor's Discipline Code and communicate to students and staff.
 - Staff will be provided professional development in the fair and equitable implementation of the Chancellor's Discipline Code.
 - Teachers will be given opportunities to discuss and share strategies to address a variety of classroom behavior issues. Instructional leaders and network coaches will observe classroom management and provide feedback during informal observation snapshots and formal observations.
 - Guidance counselors will provide instruction in the classroom to promote social and academic responsibility in school.
 - School leaders and staff will emphasize and reinforce relevant school and campus rules, Chancellor's Discipline Code, and utilizes principles of successful youth development programs.
 - Assistance and guidance to be provided by the network youth development coach.
 - Peer Mediation

- b) key personnel and other resources used to implement these strategies/activities,
 - Assistant Principals
 - Guidance Counselors
 - Attendance Improvement Dropout Prevention Counselors
 - Attendance Staff
 - Teachers
 - Parent Coordinator
 - Network Youth Development Coach
 - Parents
 - School Improvement Committee

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Professional development will be provided to teachers on the Chancellor's Discipline Code, Regulations, students with disabilities and special needs, and ways to foster a positive and safe learning environment.

- d) time-line for implementation.
 - Fall 2012; spring 2013; By semester and on-going throughout the school year

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - School Leadership Team review of youth development program.
 - Parent Association engagement in school activities and in encouraging more awareness in the school program.
 - Outreach will be performed by Parent Coordinator; Attendance office; Attendance Improvement Dropout Prevention program; teachers; youth development and guidance counselors and attendance, academic progress, and behavior will be communicated to parents.
 - Parents will utilize school resources to communicate
 - Copies of the Chancellor's Discipline Code will be made available to parents in multiple languages.
 - Parents will be invited to participate in attendance and academic awards programs.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected 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).

- Tax Levy funding for Parent Coordinator
- Tax Levy Parent Coordinator OTPS HS

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	Reading; reading comprehension; vocabulary and vocabulary usage; grammar review; writing; oral articulation of reading and learning; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery.	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online-- during the day in the computer lab or from home.
Mathematics	Differentiated instruction; Reading worded math problems for comprehension and problem solving; Vocabulary understanding and usage in text reading; skills problems and Regents exam questions; drill and practice time; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery.	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online-- during the day in the computer lab or from home.

Science	Reading; reading comprehension; vocabulary and vocabulary usage; writing; oral articulation of reading and learning; hands-on learning and experimentation; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; make up lab time where seat time is required; online tutoring and credit recovery.	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring); anytime online--during the day in the computer lab or from home.
Social Studies	Reading; reading comprehension; vocabulary and vocabulary usage; writing; oral articulation of reading and learning; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; ; online tutoring and credit recovery.	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring); anytime online--during the day in the computer lab or from home.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic and emotional counseling	Interview; evaluations; counseling; mandated reporting	During the school day.

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.

Recruitment of high quality teachers is a priority of the school. However, as a school in phase-out with an instructional program reducing in size, new teacher recruitment is not expected. The school expects that teachers may voluntarily leave to pursue other endeavors. Where teachers opt to leave as the school down-sizes, the following may occur:

- The school will seek to recruit the most qualified teacher in license, a teacher that can demonstrate highly effective instruction.
- Recruitment will be assisted through the office of the Human Resources Director and through the Open Market Transfer System.
- A school-based hiring committee will review the new teacher's credentials and interview the candidate. The principal may be a member of the hiring committee.
- The hiring committee will make recommendations to the principal.
- Teachers retained in their positions according to their seniority in license will receive assignments in license to the extent possible.
- High quality professional development will be provided to teachers on designated professional development days, professional periods, and in faculty and department conferences.
- High quality professional development be provide by school-based administration, teacher leaders and the CFN Network in areas of administration of school, instruction, assessment and youth development.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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;

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 to provide communication and to ensure a welcoming and inviting school environment for all parents. The Parent Coordinator or a dedicated staff person may provide 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. 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.;
- 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 and/or at the first Parent Association meeting 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;
- Provide translation of critical school documents and provide interpretation during meetings and events as needed;

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

- 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;
- 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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 and Citywide expectations;
- Offering high quality instruction in all content areas;
- Presenting opportunities to improve learning through after school enrichment programs;
- 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 in which the individual child's achievement will be discussed;
- Convening an Annual Title I Parent Meeting by December 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 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;

Provide parents reasonable access to staff by:

- Monitoring student attendance and communicating attendance concerns;
- 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:

- Monitoring student attendance and communicating attendance concerns;
- Creating a safe, supportive, effective, respectful and inviting learning community;
- 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 school and/or 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
- Communicate to school any changes in family information including supervision, home address, phone numbers and emergency contact
- 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
- Review schoolwork and homework tasks and discuss learning each day
- 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
- Attend school meetings where the progress of my child is discussed
- 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:

- Follow school and classroom rules and be responsible for my actions
- Attend school regularly and arrive on time
- Arrive on time to all classes and complete the school program assigned to me
- Bring to school required materials for all subject matter
- Participate in classroom assignments and activities
- Complete my homework and submit all assignments on time
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Work to the best of my ability 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 Jose Ruiz/ Lawrence Pendergast	District 08	Borough Bronx	School Number 295
School Name Gateway School			

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

Principal Clifford Siegel	Assistant Principal Ruth Hallmond
Coach type here	Coach type here
ESL Teacher Ryan O'Connell	Guidance Counselor Marla Feldman
Teacher/Subject Area Todd Young	Parent Raul Giasante
Teacher/Subject Area Miitch Opperman	Parent Coordinator Glenda Melendez
Related Service Provider type here	Other Ryan O'Connell-ESL Coordinator
Network Leader Lawrence Pendergast	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	2	Number of certified bilingual teachers	2	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	468	Total Number of ELLs	71	ELLs as share of total student population (%)	15.17%
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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. The Gateway School's admission entry point is through the Guidance Office. All new students are pre screened by trained guidance counselors. If it appears necessary at the interview that language services may be necessary, by request or the inability of the parent to communicate in English, translation services in the preferred language will be provided. Translation services are provided by a bi-lingual staff member that may include teacher, parent coordinator, secretary or school aide. At this time the HLIS and the parent Orientation Program is presented to the student and parent(s), and arrangements are made to administer the LAB-R when the formal initial screening has found it necessary, and the Spanish LAB if qualified. This formal assessment is completed promptly, and the LAB-R will be scheduled to be administered within 10 days of the ELLs enrollment. If the student has previously taken the NYSESLAT those results are used for the initial placement of the student in the appropriate classes provided by the Gateway School ESL program.

2. During the interview process the guidance counselor (and ESL Coordinator or teacher when necessary) will describe the three language program options available in NYC public schools to every new student in the family's preferred language. A translator will be available for this process. After all of the programs are explained to the parent(s) of the new student, and each programs's strengths are described, the family makes an informed decision on which program is most suitable for the child. The parent and new student are informed of their right to their first option, but that the Gateway school only provides a free standing ESL program. If their first choice is not freestanding ESL, guidance will counselors make every effort to locate a suitable school that provides the parents' preference for Transitional Bilingual or Dual Language services. Records of the parents' decision are recorded and kept on file in each student's permanent record in the guidance office.

3. During the formal interview process the entitlement letters are presented in both English and Native languages to the parents of the student in a packet, and each individual form is reviewed together in the preferred language with the trained counselor, teacher and translator. Space within the guidance office is provided for the family to fill out all of the documents while still at the school, as well as a staff member who provides assistance in understanding each form. Reliable mailing addresses are elicited at this time to ensure additional forms can be sent in a timely matter if the originals are lost or misplaced. The parent coordinator and ESL coordinator make any additional communication to the family of the ELL through home mailings, emails phone calls and correspondences sent home with the child.

4. The Gateway School ESL Coordinator or teacher and a trained Guidance Counselor review all transcripts and any other academic documentation the student provides at the initial meeting to ensure the best placement for the student. A RMNR is run to acquire all previous testing data on the student, and NYSESLAT scores are reviewed. If a student arrives with no formal testing, arrangements are made to administer the LAB-R in a timely manner. During the initial formal assessment any relevant information regarding the new student's needs are elicited from the parent in the native language. This includes any information such as interrupted formal learning, and any special needs that need to be addressed by the school to optimize the student's transition and continued success in a new school.

5. All 71 current ELLs at the Gateway School have made the freestanding ESL program their selection. The observed trend is that the school choice is almost exclusively made for the school's proximity to the ELL's residence, or that a family relation is or has attended the Gateway School and has provided positive feedback about the ESL program provided.

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

Part III: ELL Demographics

A. ELL Programs

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

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)				0										0
Freestanding ESL														
Self-Contained										3	2	2	1	8
Push-In														0
Total	0	0	0	0	0	0	0	0	0	3	2	2	1	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	71	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	13
SIFE		ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	27

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

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	28		2	16		5	27		6	71
Total	28	0	2	16	0	5	27	0	6	71

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	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										28	9	8	15	60
Chinese														0
Russian														0
Bengali										1	2	2	2	7
Urdu														0
Arabic														0
Haitian													1	1
French													1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											2			2
TOTAL	0	29	13	10	19	71								

Part IV: ELL Programming

A. Programming and Scheduling Information

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. The Gateway School provides a freestanding ESL program to 71 students. The course offerings are based on students LAB-R results as beginner, intermediate or advanced to ensure that the mandates are met. Each academic year the NYSESLAT test is administered to all of the students to determine the proper placement for ELLs in the coming term.

- a. The students in the 9-12th grades are placed in self-contained ESL classes. Each class is designed to address the language modalities
- b. The Gateway school uses a homogeneous program model for its ESL program.

2. Each of the two ESL teachers teach three (3) different classes for four-five 4-(5) periods

a. A day for a total of six (6) distinct courses offered over eight (8) periods. Each period is 48 minutes in duration five days a week. Each class provides 240 minutes of ESL instruction time per week. A student with three classes receives 720 minutes of instructional time, A student with two classes receives 480 minutes and a student with one class at the advanced level receives 240 minutes per week. The school's programming team create individual ELL programs around the mandated ESL services that exceed the required minutes for each level.

3. The Gateway School provides a homogeneous program model in all content areas. Content is made comprehensible through instruction in English with supplemental learning materials provided in the native language when needed in order to enrich English language acquisition. Technology may be used to provide online language assistance through Skills Tutor, reference materials for all content area subjects are available in the native language, and after school tutoring in the native language is available in Math and History

4. The school social worker is a bilingual staff member who will provide mandated counseling but also advocates on behalf of the ELLs to ensure that necessary evaluations in the native language are properly conducted. Regular meetings with the ESL department members and the ESL coordinator are conducted to evaluate ELL performance in all subject areas and then report to particular departments if native language interventions are necessary. All guidance counselors may be engaged in mandated counseling.

5. The instructional models employed at the Gateway School:

self-contained ESL classes for grades 9-12 homogeneous groups, block scheduling when possible, freestanding ESL based on LAB-R and NYSESLAT results.

Differentiated instruction for the ELL subgroups:

- a. SIFE students are provided instruction based on performance on the LAB-R or NYSESLAT results. ESL instructors evaluate

A. Programming and Scheduling Information

the results to locate and address the areas of greatest need to begin to move the student towards a communicative understanding of the language. Students receive additional guidance and resource support to provide a comprehensive and holistic approach to bringing the individual to grade level as quickly as possible.

b. Newcomers are provided ESL classes that are homogeneous groups, and blocked scheduled for two of the three mandated periods with a skills class and credit bearing ESL class together. The additional mandated class is divided by students who are recent immigrants to the country and students who have tested at the beginner level and been in country for a year or longer. The beginner block classes are constructed to provide 720 instructional minutes per week, far exceeding the mandated time.

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

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

6. Special Need ELLs are served as mandated on the IEP. Instruction is provided to each student with a focus on communicative acquisition of the language as well as providing services that they need. All SWD-ELLs at Gateway are appropriately placed based on the recommendations on the students' IEPs.

7. All SWD-ELL at Gateway are appropriately placed based on the recommendations on the student's IEP. The ESL Department collaborates with teachers across all subject areas to ensure that the four modalities of language acquisition: listening, speaking, reading, writing are addressed in their daily lessons. They consistently utilize exemplary works, differentiated instruction, vocabulary building, graphic organizers, authentic materials and technology to support the SWD-ELLs in whole class, small group work, and one-one-one settings. Furthermore, students are invited to attend after school tutoring in subject areas three times a week to strengthen their academic areas of need. We increase our social and emotional support for SWD-ELLs through our guidance department. The ESL teachers also communicate to the parents of the identified students. All communications are provided in English and/or in the parents' preferred language when needed.

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

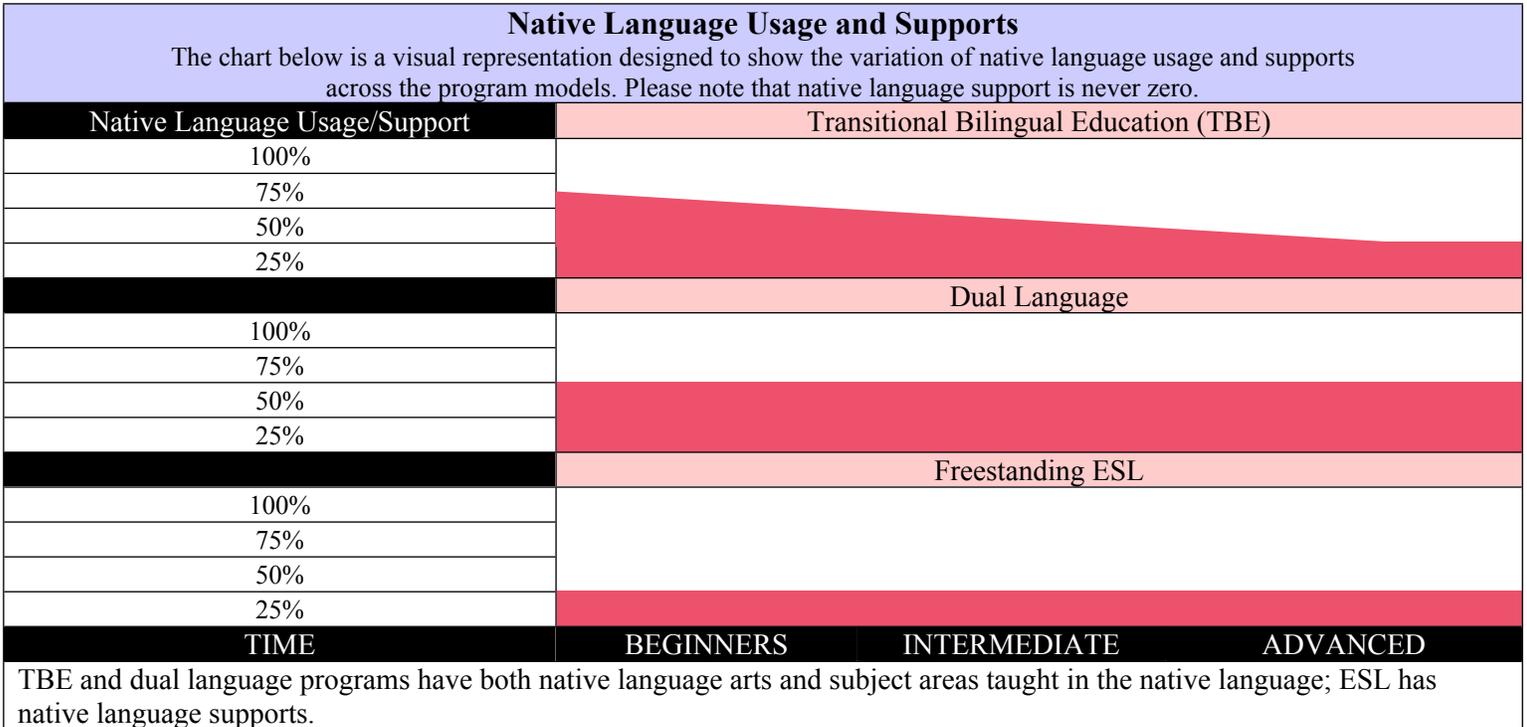
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

9. There are currently (21) ELLs at the Gateway school entitled to continuing transitional support. These students have consulted with each of their language instructor in order to devise a plan of instruction that will assist their passing of the English Regents. This plan includes a combination of skill classes during the school day and tutoring session after school. Additional time, use of translation dictionaries, and all testing exemptions are provided for the additional two years of eligibility. The school social worker doubles as an advocate and counselor for the ELLs who are more comfortable expressing their needs in the native language, and creating solutions that will improve the quality of learning for the student.

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

11. No current services are being discontinued.

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

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

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

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

16. All new ELLs are introduced to their ESL instructor on the first day of the school year and given an orientation that covers all of the necessary information to make the transition on the Stevenson Campus as smooth as possible. This includes how to travel throughout the building and locations of offices, labs and classroom as well as daily protocols and student entry requirements. Ongoing lunch with the teacher is offered to each student to help build social bonds within the peer group. This sessions are also used as tutorial and informal guidance sessions to address any immediate student needs.

17. Currently only Spanish is offered as a foreign language at the Gateway School.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development will be provided to all ESL teachers. This will take place during teacher preparation periods, common professional activity periods, and at times otherwise permitted during the school day. The teachers will participate in the professional development workshops and conferences provided by the Bronx BETAC and Children First Network (CFN).

2. The Gateway School provides the ESL department professional development time to review existing transitional strategies, create additional strategies and encourages the department to implement them each September based on their effectiveness from the previous semester.

3. The teachers will participate in school-based professional development meetings, workshops and conferences provided by the Bronx BETAC, Children First Network (CFN), and UFT sponsored events. Aris workshop training is provided, understanding Title III seminars, and interpreting testing results for better instruction.

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 is central to the effectiveness of the ESL program of The Gateway School. The school parent coordinator conducts all out reach in both English and families' preferred language that encourages them to become active participants in the school community.

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

3. Frequent communication between the parents of ELLs and The Gateway School in the preferred language is utilized to recognize the important bond between teacher and parent utilizing Parent Coordinator, counselors, teachers, newsletters and School Messenger voice messages. The School learning Environment survey is used to uncover any concerns that the school might not be addressing.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										8	1	1	2	12
Intermediate(I)										8	6	2	5	21
Advanced (A)										3	1	2	4	10
Total	0	0	0	0	0	0	0	0	0	19	8	5	11	43

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	15		3	
Integrated Algebra	26		15	
Geometry	1		0	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science	10		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	19		4	
Physics	2			
Global History and Geography	18		1	
US History and Government	10		3	
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

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

1. According to the data, there is a direct correlation with students' performance on the NYSESLAT and performance on the Global, US History and ELA Regents exams. The data shows that 18 ELLs scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency demonstrates a relationship between language ability in the modalities and performance on reading writing intensive Regents. Of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.

2. It is evident from the results that instruction must focus on the improvement of the students reading/writing skills. Within this set an even greater concentration of the instruction must focus on improving the students' ability to write. The writing instruction will concentrate on the standards of ELA which should increase performance on the English Regents, as well as the Global History Regents.

The

3. The data shows that 18 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.

a. It is evident from the results that ELLs perform better on Regents Exams in English (language of instruction) rather than in the native language. More tutorial time is beng provided in the native language to see in the future we can increase the level of performance by encouraging the students to select Regents in the native language.

b. The results of the periodic assessments allow the school to make any up to the moment programming changes for students who may be affected.

c. According to the results of the periodic assessments the students have shown progress along an acceptable improvement paradigm. Native Language is employed only in learning situations when its use is needed.

4. The Gateway School will use an increase in ELLs passing rates on the English, US and Global Regents Exams to evaluate the success of our programs. For students not yet taking courses that terminate in a Regents the NYSESLAT results will determine necessary changes to instruction. Curriculum audits happen at regular intervals. The ESL department will continue to collaborate with the History Department to find areas where reding/writing skills can be applied to the content areas with the intent to increase the passing rates of the Global Regents

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.

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)
	Principal		12/19/11
	Assistant Principal		12/19/11
	Parent Coordinator		12/19/11
	ESL Teacher		12/9/11
	Parent		12/19/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		12/19/11
	Teacher/Subject Area		12/19/11
	Coach		
	Coach		
	Guidance Counselor		12/19/11
	Network Leader		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08x295 **School Name:** The Gateway School

Cluster: 6 **Network:** 603

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.

The Gateway School enrolls 71 students whose families preferred language is one other than English. This number includes: sixty (60) families whose home language is Spanish, seven (7) families whose home language is Bengali, one (1) family of Haitian speakers, one (1) French speaking family and two (2) others of African dialect. Home mailings are provided in both English and preferred language on request. In situations where the parents have not made the request directly the students provide the school with the preferred language of the family and contacts are sent in the preferred language. The school has multiple bi-lingual staff members including teachers, guidance counselors, secretaries, school aides and Parent Coordinator who provide oral translation services when requested. The school community accesses these services through the Gateway administration and ESL department. In all situations when translation services appear necessary, a bi-lingual staff member communicates to Parents or Guardians appropriate and timely information in a language they can understand.

Data to determine parents' preferred language for communications is obtained through the Department of Education ATS system and the HLIS, New data for over-the-counter new admits is entered by the pupil accounting secretary following the guidance counselor interview. The parent coordinator provides information to parents on translation services through direct phone contact, mailings, parent association meetings, and bilingual School Messenger Service automated phone calls.

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

Our findings indicate that many parents are monolingual and speak only the primary language identified by the data in the Department of Education ATS system. These findings are communicated to the school community at faculty conferences, School Leadership Team meetings, Parent Association Meetings, and Parent Teacher Conferences.

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.

School announcements are provided to parents using the School Messenger Service that provides verbal communications in both English and Spanish. School Messenger automatically tags ATS data where it is indicated that Spanish is the primary language spoken in the home. The Spanish version of the English message is automatically sent to those students' homes identified in ATS where Spanish is the primary language. School messenger also automatically translates written English messages into Spanish written messages. The Parent Coordinator provides translation when communication is required in writing. Written communication is packed with students to take home or is mailed. Translated documents are available from the NYCDOE website. We also utilize the Translation and Interpretation Unit for translation services.

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

The school will provide oral interpretation services for all school matters for parents or guardians using in-house bilingual school staff. School staff utilized for oral interpretation services may include Parent Coordinator, Secretary, Teacher, Education Paraprofessional, Social Worker or School Aide. The Translation and Interpretation Unit also provides over-the-phone support as well as on-site translation services, as needed.

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>.

The required signage and DOE translations will be posted in the school to inform parents of their rights to translation services. Parents are also notified of the availability of translation services through the parent coordinator. The parent coordinator is bilingual. These announcements will be made at Parent Association meetings, School Leadership Team meetings, mailings and automated School Messenger voice messages. For on-site interpreters for an event that is not covered by the central Unit, we contract with the DOE's vendor, LIS Translations.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Gateway School of...	DBN: 08X295
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Gateway School provides a freestanding program to 41 students. There are two models employed. Self contained ESL classes are used for students in grades 9-12. A homogeneous model is used for the ESL program. The school employs one ESL teacher.

Content is made comprehensible through instruction in English with supplemental learning materials provided when needed in order to enrich English language composition. Differentiated instruction for the ELL subgroups are provided for: 1. Newcomers 2. 4-6 year ELLs 3. Long-term ELLs 4. Special Need ELLs. The instructional model comes with units of support for all ELLs at the Beginning (540 minutes), Intermediate (360 minutes), and Advanced levels of English proficiency and exceeds the mandated number of required units under CR Part 154. This instructional plan ensures that ELLs are prepared for ELA testing after one year as required by NCLB.

The Gateway School has targeted the performance of ELLs in all content areas of the Regents Examination to be in need of improvement. ELLs are provided with additional class time, funded by Title III, in the form of after-school Regents Prep, Saturday SAT Prep programs and after-school tutoring.

Our Title III ELA Regents Prep program for ELLs will take place in the spring 2013 term and will include the following:

- A licensed ESL teacher will work with ELLs of varying grade and proficiency levels on intensive English (ELA) Regents preparation. This program will meet on two separate dates for a minimum of two hours, from 3:00-5:00pm. One program will take place on Monday and Wednesday and the second program on Tuesday and Thursday. The program will begin in the spring 2013 term for approximately 12 weeks.
- A U.S. History Regents preparation course will be offered to ELL students. This intensive course will run after school 2 days per week, Monday and Wednesday, from 3:00-5:pm. The program will begin in the spring 2013 term for approximately 12 weeks. The program will be instructed by a bilingual teacher.

A Saturday Regents preparation class will be offered for 8 Saturdays for three hours each session prior to the exam.

- From March to May, a Saturday SAT preparation class will be offered to ELL students and include a 3 hour SAT test taking skills course. Advanced ELLs will benefit from this opportunity to extend the instruction they receive during the week in a smaller, more personalized setting. This course will be open to all ELL students and will be taught by a certified ESL teacher.

Part B: Direct Instruction Supplemental Program Information

Title III funds will be used to purchase the following materials which will be used in the after-school and Saturday programs :

Barrons Regents Review Workbooks; SAT preparation workbooks; NYSESLAT Preparation workbooks; Bilingual dictionaries in languages specific to the students' needs

ELLs of all proficiency levels benefit greatly from field trips that support learning outside of the classroom and provide an environment for them to use content specific language. We will organize opportunities for our ELLs to visit historical and cultural institutions. Some destinations will include: Museum of Natural History, Museum of Modern Art, Museum of the City of New York, El Museo del Barrio, Brooklyn or Bronx Botanical Gardens, Chinatown, Little Italy, Harlem. Field trips will enhance students' literacy skills (listening, speaking, reading, and writing) as well as deepen our ELLs' understanding of the cultural offerings of New York City and the immigrant experience. Students will write narratives, compare and contrast texts and engage in oral discussions to further develop their critical thinking and academic skills. Title III funds will be used to pay for admission fees and transportation to the various events.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Professional development to the ESL teacher. This will take place during the teacher's common professional periods, department conferences and at times permitted during the school day. The teachers will participate in school-based professional development workshops and conferences sponsored by Children's First Network 610.

In the Title III After school program, teachers will participate in interdisciplinary collaborative team meetings to review and revise curriculum, develop strategies and methodologies to improve reading comprehension, vocabulary, oral skills, and test-taking skill to upon current skills and to prepare for Regents examinations. This will take place throughout the 2012-2013 school year. Professional development titles include: 1) Lesson Planning and Delivery of Instruction (90 Minutes) 2) Differentiating Instruction and Assessment (60 Minutes) 3) Performance Task Development (60 Minutes). These professional development activities are conducted on Chancellor's professional development days and are on-going throughout the school year on teacher' professional periods. Support and guidance is provided by the Children's First Network content area specialists.

All teachers across the grades are involved collaboratively in facilitating differentiated learning and building skill, reading, writing, vocabulary and speaking capacity. As part of our school's routine, all content area teachers share practices with each other. With Title III funding, The ESL teacher will branch out across the school inter-departmentally to share academic rigor approaches and best practices that

Part C: Professional Development

may benefit their instruction and needs of their students. This will take place after the regular school hours throughout the school year. There will be a supervisor to ensure quality planning and sharing.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Gateway School seeks to engage parents in school activities and inform parents of student progress towards promotion and graduation. We seek to involve parents in the following ways: Parent Orientation meetings are held twice a year for parent of ELLs by the ESL Teacher and the Parent Coordinator. Parent orientation meetings for parents of first time new enrollees are ongoing during the school year, when students register at the school. At the Orientation meetings, parents are informed about their options under CR Part 154, Gateway’s ESL program, as well as additional support available at our school, the community, and throughout the city.

We provide the following professional development workshops: 1) School Program Orientation (90 minutes, September aand/or February 2012-2013) 2) Graduation and Promotion Requirements (90 Minutes, March 2013) 3) College and Career Readiness (90 Minutes, May 2013)

Parents are kept informed of their child’s progress through frequent communication with the ESL Teacher and the Parent Coordinator. Parents are informed of school events by electronic voice messaging system that is available in both English and Spanish. If Spanish is the primary home language designated in the ATS system, parents will receive student attendance and other important announcements in that language. As per Chancellor’s Regulations, translation services are provided in the family's preferred language when mandated. We routinely inform parents of their child’s progress and update parents on ELL related matters. Parents are invited to Parent Teacher Conferences twice during the school year in October and March. Parents are invited to the Parent Association meeting held on Saturdays each month during the school year. Translation is provided by school-based staff or referred to the Translation and Interpretation Unit.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		