



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: GATEWAY INTERMEDIATE SCHOOL**

**DBN (i.e. 01M001): 19K364**

**Principal: DALE KELLY**

**Principal Email: DKELLY12@SCHOOLS.NYC.GOV**

**Superintendent: JOYCE STALLINGS- HARTE**

**Network Leader: JEAN MCKEON**

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dale Kelly	*Principal or Designee	
Bettie Mushatt-Parker	*UFT Chapter Leader or Designee	
Tracey Stokley	*PA/PTA President or Designated Co-President	
Christine Robertson	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Collette Williams	Member/ PTA Co-President/Parent	
Teresa Ford	Member/ Parent	
Nicole Fraser-Edmund	Member/ Assistant Principal	
Wanda Fulmore	Member/ Parent	
Clarence Givhans	Member/ Parent	
Sharon Hill	Member/ Parent	
Monica McKain-Brown	Member/ Assistant Principal	
Harold Small	Member/ Teacher	
Tammi Turcina	Member/ Teacher	
Monique Williams	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

**School Information Sheet for 19K364**

School Configuration (2013-14)

<b>Grade Configuration</b>	06,07,08	<b>Total Enrollment</b>	369	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	36	<b># SETSS</b>	3	<b># Integrated Collaborative Teaching</b>	13
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	16	<b># Music</b>	N/A	<b># Drama</b>	10
<b># Foreign Language</b>	11	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	64.7%	<b>% Attendance Rate</b>			91.4%
<b>% Free Lunch</b>	71.0%	<b>% Reduced Lunch</b>			12.7%
<b>% Limited English Proficient</b>	1.0%	<b>% Students with Disabilities</b>			15.3%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.3%	<b>% Black or African American</b>			72.3%
<b>% Hispanic or Latino</b>	24.1%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			1.8%
<b>% White</b>	1.6%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	7.34	<b># of Assistant Principals</b>			2
<b># of Deans</b>	N/A	<b># of Counselors/Social Workers</b>			1
<b>% of Teachers with No Valid Teaching Certificate</b>	N/A	<b>% Teaching Out of Certification</b>			6.4%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	N/A	<b>Average Teacher Absences</b>			7.5
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	22.1%	<b>Mathematics Performance at levels 3 &amp; 4</b>			16.4%
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			60.8%
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			61.9%
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			N/A
<b>6 Year Graduation Rate</b>	N/A				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>	Yes	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	No	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>	Yes	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	No	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	Yes		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
<b>All goals created in the 2012-2013 SCEP were adhered to and implemented with fidelity in order to ensure school wide reform</b>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
<b>By June 2014, administrators will conduct four (4) short frequent observations of each teacher in grades 6-8 using the Framework of Teacher Effectiveness to deepen academic rigor and improve teacher skills in instructional practice as evidenced by providing specific written feedback.</b>			
<b>By June 2014, all students in grades 6-8 will experience 2 Common Core- aligned units of study in ELA as evidenced by classroom observation, and teacher-team collaboration. Teachers will implement uniform rubrics to evaluate student progress.</b>			
<b>By June 2014, Science and Social Studies teachers in grades 6-8 will develop rigorous Science and Social Studies aligned comprehensive curriculum maps and rubrics to assess student progress and steps for instruction to the CCLS as evidenced by completion and implementation of</b>			
<b>By June 2014, teacher inquiry and grade level teams will analyze and share data from OORS on behavioral trends that might be impacting student performance and progress. Strategies and preventative PBIS behavioral interventions will be shared and implemented to decrease bullying incidents in order to increase student performance</b>			
<b>By June 2014, the NYC school survey will show an increase from 7.2 % to 7.6% in parent engagement as evidenced by the school survey.</b>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
<b>The challenge in 2012-2013 occurred in not having a cohesive unified core curriculum. For the 2013-2014 school year our school will be implementing the new core curriculum in all grades in both ELA and Math</b>			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
<b>The 2012-2013 SCEP was successfully implemented, school will continue to strive for overall school achievement</b>			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	Yes	No
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	Yes	No

### Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
<b>Challenge is to ensure that teachers provide high quality, rigorous and coherent instruction using the ELA and Math new core curriculum aligned to the CCLS to increase student achievement</b>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
<b>Achievement targets are to increase special education student subgroup and students performing on Levels 1 and 2 by 5% in ELA and Math as evidenced on school wide assessments</b>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
<b>School leaders will ensure an articulated vision, understood and shared across the school community, with a</b>			

**shared sense of urgency about achieving school wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan**

**Describe your theory of action at the core of your school's SCEP.**

**The school leaders and teachers developed a data-driven culture based on student needs, assessments, analysis to lead to strategic action planning to inform instruction and results in greater student achievement outcomes**

**Describe the strategy for executing your theory of action in your school's SCEP.**

**School leader will effectively use evidence based systems to continually examine and improve individual and school wide practice in the critical areas (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social/emotional developmental health) to ensure progress and increase student achievement**

**List the key elements and other unique characteristics of your school's SCEP.**

**School leaders in consultation with school community has analyzed data and results of assessments in order to develop a share vision and strategic plan to improve individual and school wide practices to improve student overall achievement**

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

**The school leaders have a fully functional system in place to conduct targeted and frequent observation, track progress of teacher practices based on student data, feedback and professional development opportunities that hold administrators and staff accountable for continuous improvement**

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

**Use the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection (4.1)**

<b>Review Type:</b>	Developing Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Effective
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### Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>2.2 School leader's vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader's use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching, as evidenced in, SFO's, lesson plans and performance tasks (SOP 2.5)

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
  1. Frequent, ongoing classroom observations to observe practices across competencies using Danielson rubric by administrators with support from AUSSIE consultants(SOP 2.5)
- **Key personnel and other resources used to implement each strategy/activity**
  1. AUSSIE consultant will meet with all administrators on implementing the Teacher Effectiveness (TE) Rubric
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. By June 2014, school leaders will provide each teacher with frequent and timely professional feedback as evidence in SFO's
- **Timeline for implementation and completion including start and end dates**
  1. Teachers will be observed frequently through formal and/or informal observations from October 2013 to June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. AUSSIE consultant 6 days x consultant rate= see galaxy

### Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning (4.2)

<b>Review Type:</b>	Developing Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Effective
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teacher teams (Inquiry, Grade Level and Department) will analyze trends identified in student work and performance tasks to evaluate and monitor student progress and to adjust teacher practice, as evidenced in, a 3% increase in school wide assessments. SOP 3.5

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. By June 2014, teacher teams (Inquiry, Grade Level and Department) will analyze trends identified in student work and performance tasks to evaluate and monitor student progress and to adjust teacher practice SOP 3.5)

**B. Key personnel and other resources used to implement each strategy/activity**

1. All Teacher teams (Inquiry, Grade Level, and Department)

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. The data specialist and teacher teams will conduct monthly analysis of trends, identified in student work and performance tasks to evaluate and monitor student progress and to adjust teacher practice

**D. Timeline for implementation and completion including start and end dates**

1. Teacher teams will meet weekly from October 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session for 4 teachers x 8 sessions X 1.5 hours x per session rate =see galaxy

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Develop practices across all classrooms which reflect high levels of student thinking and participation by communicating an articulate set of beliefs on how all students learn best (1.2)

<b>Review Type:</b>	Developing Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	5-6	<b>HEDI Rating:</b>	Developing
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers 6-8 will engage in higher order questioning techniques through the use of DOK questioning, as evidenced in, short frequent observations and lesson plans(SOP 4.2)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. AUSSIE consultants will provide PD to all teachers in DOK and higher order questioning techniques(SOP 4.2)
2. Per diem for teachers to attend PD on DOK and higher order questioning techniques (SOP 4.2)

**B. Key personnel and other resources used to implement each strategy/activity**

1. AUSSIE consultant will provide ongoing PD and all classroom teachers on DOK and higher order questioning techniques
2. All teachers will attend PD on DOK and higher order questioning techniques

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Administrators will provide teachers in a timely manner with professional feedback of DOK and higher order questioning techniques as evidence in SFO

**D. Timeline for implementation and completion including start and end dates**

1. Frequent and ongoing SFO of teachers in grades 6-8 from October 2013 to June 2014
2. From November 2013 to June 2014 all teachers will attend PD on DOK and higher order questioning techniques

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. AUSSIE consultant 6 days x consultant rate = see galaxy
2. Per diem for 15 teachers X 6 days x per diem rate = see galaxy

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>		<b>x</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture for learning that communicates high expectations to staff, students and families and provide **supports** to achieve them (3.4)

<b>Review Type:</b>	Developing Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Effective
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>	<b>x</b>	<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students with special needs and students performing at Levels 1 and 2 in Grades 6-8 will receive intense AIS Math and ELA interventions as measured by a 5% increase on school wide Math and ELA assessments (SOP 5.5)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Saturday Academy AIS program to provide additional support and instruction to students with special needs and students performing at Levels 1 and 2 in Math and ELA (SOP 5.5)

**B. Key personnel and other resources used to implement each strategy/activity**

Teachers will provide AIS instruction to students with special needs and students performing at Levels 1 and 2 in Math and ELA

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Pre, mid and post assessments will provide teachers with targeted Math and ELA instruction to support students individualized instructional needs. The data specialist, Math and ELA teachers will conduct monthly analysis of school wide Math and ELA school wide assessments to evaluate and monitor student progress

**D. Timeline for implementation and completion including start and end dates**

1. Students in Grades 6-8 that scored Levels 1 and 2 and students with special needs will attend Saturday Academy for 20 sessions from December 7, 2013-April 30,2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Saturday Academy December 7, 2013 to April 30,2014 teacher per session- 6 teachers x 20 sessions x 3 hour sessions x per session rate= see galaxy and One supervisor X 20 sessions x 3.5 hours x per session rate = see galaxy

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Establish a culture for learning that communicates high expectations to staff, students and families and provide supports to achieve them (DQR 3.4)							
<b>Review Type:</b>	Developing Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	Effective

**Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
ELA and Math teachers will provide professional development to families on the new core curriculum and new CCLS assessments to support student success, as evidenced in, attendance sheets, parent surveys and parent feedback (SOP 6.4)

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. School community will provide families with professional development in new core curriculum and new assessments to support student success (SOP 6.4)
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. ELA and Math teachers, Parent Coordinator and Administrators will provide PD to families
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Initial parent survey determined need to share information with families on new core curriculum and new assessments - feedback from regularly administered parent surveys will be used in determining future PD’s needed
<b>D. Timeline for implementation and completion including start and end dates</b>
Ongoing PD for families will be provided monthly by Parent Coordinator from October 2013 to June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Teacher per session to provide PD to families- 10 teachers x 2.5 hours x 2 days x per session rate= see galaxy;

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>		<b>PF Parent Engagement</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>					
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<b>ELA</b>	90 Minute Extended ELA Block Programming (General Ed., Special Ed.)	Small Group Instruction Based on Needs (Levels 1 and 2)	During the day
	ELA Extended Day Program –After School <ul style="list-style-type: none"> <li>• Mondays &amp; Saturday</li> <li>• Skill Driven</li> <li>• Student Progress Monitored</li> </ul>	Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.	Afterschool
	Test Prep Academy for ELA <ul style="list-style-type: none"> <li>• 3 hour sessions from 9:00 a.m. – 12:00 p.m. starting in November</li> <li>• Additional Time Devoted to Content Instruction</li> <li>• Based on Teacher Assessed Needs</li> </ul>	Reduced Student-Teacher Ratio enabling small group and individualized instruction	Mondays/Saturdays
	In-Class AIS Materials (NYS Coach, Spotlight, Ready, etc.) – In School (Grades 6-8) (including ELLs, and Sp. Ed.) <ul style="list-style-type: none"> <li>•Skills driven</li> <li>•Frequency based on student’s identified needs</li> </ul>	Small group and whole class	During the day
	Circular 6 Tutoring – Regular School Day <ul style="list-style-type: none"> <li>•Small Group Instruction</li> </ul>	Small group	During the day
	Circular 6 Tutoring – Regular School Day <ul style="list-style-type: none"> <li>•Small Group Instruction</li> </ul>	Small group	Summer school

	<p>SETSS support model that utilizes indirect services / SETSS</p> <ul style="list-style-type: none"> <li>•Supporting At Risk Students</li> </ul> <p>Summer School</p> <ul style="list-style-type: none"> <li>•Identified by failure to meet course standards</li> </ul>	<p>Small group</p>	
<p><b>Mathematics</b></p>	<p>90 Minute Extended Mathematics Block Programming(General Ed., Special Ed. )</p> <p>Push-In/Pull-Out AIS Teacher – During School Day</p> <p>Mathematics Extended Day Program –After School</p> <ul style="list-style-type: none"> <li>• Mondays &amp; Saturdays</li> <li>• Skill Driven</li> <li>• Skills Driven</li> <li>• Frequency Based on Student’s Identified Needs</li> </ul> <p>Circular 6 Tutoring – Regular School Day</p> <p>SETSS support model that utilizes indirect services / SETSS- Supporting At Risk Students</p>	<p>Small Group Instruction Based on Needs (Levels 1 and 2)</p> <p>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</p> <p>Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.</p> <p>Small group</p> <p>Small group</p>	<p>During the day</p> <p>During the day</p> <p>Afterschool</p> <p>During the day</p> <p>During the day</p>

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

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• All recruited teachers will be appropriately certified and highly qualified and/or special education teachers, with some limited flexibility, consistent with State regulations.</li> <li>• Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> <li>• Mentors will be assigned to support struggling and un-qualified teachers.</li> <li>• The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.</li> <li>• Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• School ensures all conception consolidated funding coordinates and integrates the use of Federal, State and/ or local funds to meet the intent and purpose of all programs</li> <li>• Funds are allocated to meet the needs of STH. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A Middle School

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> <li>• School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice</li> <li>• School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction</li> <li>• School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented</li> </ul>

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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.

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**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. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY 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;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>19</b>	Borough <b>Brooklyn</b>	School Number <b>364</b>
School Name <b>Gateway Intermediate School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Dale Kelly</b>	Assistant Principal <b>Monica McKain-Brown</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Nadine Grieg</b>	Guidance Counselor <b>Amy Cohen</b>
Teacher/Subject Area <b>Alison Cerami/Literacy</b>	Parent <b>Tracy Stokley</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Dollene Adams</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>367</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.54%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In							0	1	0					1
self-contained														0
<b>Total</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				1	0	1	1	0	1	2
Total	0	0	0	1	0	1	1	0	1	2

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2						2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	2	0	0	0	0	0	2

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	2				2
8					0
NYSAA Bilingual (SWD)					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	2								2
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

At I.S. 364, our LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have 1 intermediate ELL and 1 advanced ELL. We utilize Fountas and Pinnell levelling to assess our students' early literacy skills. With the Fountas and Pinnell Benchmark Assessment System, reading level can be monitored three times each year. This assessment will yield level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Currently, as per the NYSESLAT results, of our two students, one is performing at the intermediate and the other at the advanced level. All of our ELL students are gaining proficiency in their speaking and listening skills but require additional assistance in their reading, and writing skills. Our ELL population is benefiting from an increase of service from our ESL programs to in order to develop proficiency in the targeted language.

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

We will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population.

4. For each program, answer the following:
- a. 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?

• ELA/ESL

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

• Mathematics

The NYC core curriculum program is used for math instruction. Extended instructional time in math is provided every day, with at least 45 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs are exposed to mathematical language and functions using ESL methodologies.

• Science /Social Studies

Teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned by the teachers.

This supports the ESL teacher to support content area instruction in the ESL classroom.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
  6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers of ELLs will receive all pertinent data to ensure that each child's second language development is considered when deciding the best possible instructional strategies to be employed with students. Native language support is systemic, and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in their subject-area classes. Each of these strategies extends to after school programs as well. .
  7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our goal at Gateway Intermediate School is to ensure that all of our ELL students receive quality ESL instruction via effective utilization of our ESL teacher in collaboration with their other subject teachers. The success of the ELL program is measured by the advancement of the ELLs on the NYSESLAT. Success for ELL students is determined by the ability of the student to function successfully in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. The teacher's assessments of the student's ability to read, write, and comprehend English as well as their peers on their proficiency tests is critical. English proficiency for our ELL students will be achieved through differentiated instruction, maximizing each child's strengths and addressing the individual child's academic deficits.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The English Language Learner (ELL) identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English. The LAB-R will be used until January 31, 2014. It will then after be replaced with the NYS Identification Test for English Language Learners (NYSITELL).  
At registration, all parents are required to complete a Home Language Survey (HLIS) form when enrolling their child(ren). When parents first enroll their child in the school, the school's licensed ELL pedagogue (Nadine Greig) will be available to assist parents through the process and conduct an informal oral interview. The primary languages that have been identified within the school community is Spanish. If parents are in need of assistance from a translator, in-house support is provided by staff members. If any three questions on the HLIS (any 1 question from questions 1-4; any 2 questions from questions 5-8) are answered in a language other than English the student becomes eligible for the LAB-R or NYSITELL (depending on date of enrollment). An informal interview is then conducted in English and the native language by a bilingual supervising school aide and the licensed

ESL Teacher (Nadine Greig). Once potential ELLs are identified, they are administered the LAB-R or NYSITELL (within 10 days of enrollment) by the certified ESL Teacher. Students who score below proficiency on the LAB-R become eligible for state mandated services for ELLs. All new entrants who have a home language of Spanish and score below proficiency on the LAB-R will be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing ESL services. Scores will determine the child's proficiency as either beginning, intermediate, advanced, or a proficient level. Children who score at a beginning, intermediate or advanced level of proficiency become entitled to ELL services. Proficiency levels determine the requirements for English as a Second Language (ESL) instruction. Students at Beginning and Intermediate levels receive 360 minutes/week of instruction; students at Advance level receive 180 minutes/week of instruction.

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.  
Parents will be notified in their home language (and English) of a Parent meeting at the school, where translation services will be provided. The meeting will include a viewing of the Orientation Video from the Department of Education, which will introduce and describe the three different ELL programs (Transitional Bilingual Education, Dual Language, and English as a Second Language) available in New York City. The licensed ESL Teacher will then further explain and answer any questions parents may have regarding the different ELL programs. Following the video, parents will be asked to complete a Program Survey and Selection form and to select their program choice. The completed Program Selection forms will be on file in the ESL office and also be placed in the Student's cumulative folder. If a parent does not complete the Parent Survey and Selection form, several attempts will be made to contact the parent, if parent does not respond the default program is Transitional Bilingual Education (TBE). A list of such students will be maintained with parental contact information. If the number of parents within a language group is 15 or more on two contiguous grades, a bilingual class will be opened. Parents will be contacted and invited to participate in this program. Parents will also be given the opportunity to advise us in advance if they need translation services in the form of an interpreter for future meetings and/or events.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
A copy of all Entitlement (Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition) letters will be sent home. Copies will be maintained in a file in the ESL office and childrens cumulative folder for monitoring purposes. The same applies to HLIS forms and Parent Survey Selection forms. HLIS forms are completed and placed in each childs cumulative folders at the time of registration. Parents are informed of their child's initial placement by means of the initial placement and entitlement letters. These letters are sent home in both English and the native language. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents, and communication will be encouraged. At the start of the school year and ongoing, the ESL teacher and the bilingual supervising secretary will keep a list of the parents who need translation services so that the school may provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices, and general communicaiton. Parent survey and program selection forms are stored in the ESL Teachers office, as well as in each child's cumulative folder.
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.  
Eligible ELL students are placed in an English as Second Language pull-out or push-in program according to the parent's choice, the classroom teacher, and program needs. Scheduling is developed in conjunction with the Principal, Classroom Teacher, and the ESL Teacher. Criteria used to determine ELL placement are the LAB-R and/or NYSITELL as well as the previous year's NYSESLAT scores. Communication in the native language is ensured by using translators in the schools and translation services provided by the Department of Education. Parent choice information in the ELPC screen in ATS is completed withing 20 days of enrollment, including the date of the LAB-R administration, whether the parent was provided with information about ELL programs, which program the parent cose, and in which program the student was placed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ELL teacher will work in conjunction with the school's test coordinator to ensure that all students are properly indentified and admionistered each section of the NYSESLAT test. ATS reports will assist in ensuring that these students are fully administered their assessments.

6. 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.) 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. [i](#)
- As IS 364 has had no newly admitted ELL student this year, there is no trend to report.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

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

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

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

2. 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)?

As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ESL instruction by a certified ESL teacher. This is supplemented by the extended day program. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week of ESL instruction as well as 180 minutes of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.

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 foster language development and meet the demands of the Common Core Learning Standards.

With the Push-In Model, the ESL the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher plans carefully with the general education teacher to ensure Common Core curricular alignment.

In the Pull-Out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Content area vocabulary is taught in conjunction with English acquisition. The ESL teacher plans carefully with the general education teachers to ensure Common Core curricular alignment.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Assesments for students are provided in translated versions in their native language to ensure fair and credible evaluation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students will be engaged in lessons that are directed around all four modalities of English acquisition: Reading, Writing, Listening, and Speaking. Students are evaluated monthly in all four modalities through comprehensive analysis by the ESL Teacher. This will be documented and kept in the ESL office. Depending on the student's proficiency level, the appropriate resources will be used to evaluate each modality; Listening, Writing Conventions, and Reading will be evaluated using multiple-choice items; Writing, using an open-ended direct writing assessment; and Speaking, using a performance test.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

6a. There is one SIFE student currently enrolled in the ESL program. This students with interrupted formal education will be

provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

6b. Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. There are two ELL newcomers student at IS 364.

Newcomers/ELLs in school less than three years participate in small group, task-oriented learning activities that guide the production of language both in verbal and written form. Small group or individual instruction will focus on their immediate needs

to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers

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

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

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

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

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

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

6e. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT.

Accommodations include:

1. Time extensions (i.e., time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. Written responses in the native language; and,
7. Third reading of listening selections (only for the State English Language Arts assessments).

7. 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?

ELL students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist, ELLs meet high academic standards in becoming proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs and as such they need to be in separate groups from the newcomers. Long-term ELLs need to focus on literacy in English rather than on the development of oral language. Literacy in Content - such as Math, Science, and Social Studies - that focus simultaneously on content and literacy learning are areas of concern. For example, focus may be put on comparing and contrasting across content areas. Classroom teachers are prepared to teach language through content. Practice Books are used to strengthen reading and writing skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

Both the push-in and pull-out model are utilized to ensure that the diverse needs of the ELL-SWD are met. In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. The push-In model is implemented to provide targeted support to ELLs in content area classes thus ensuring to maximize time spent in a general education setting. The ESL teacher pushes into the ELL students' language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

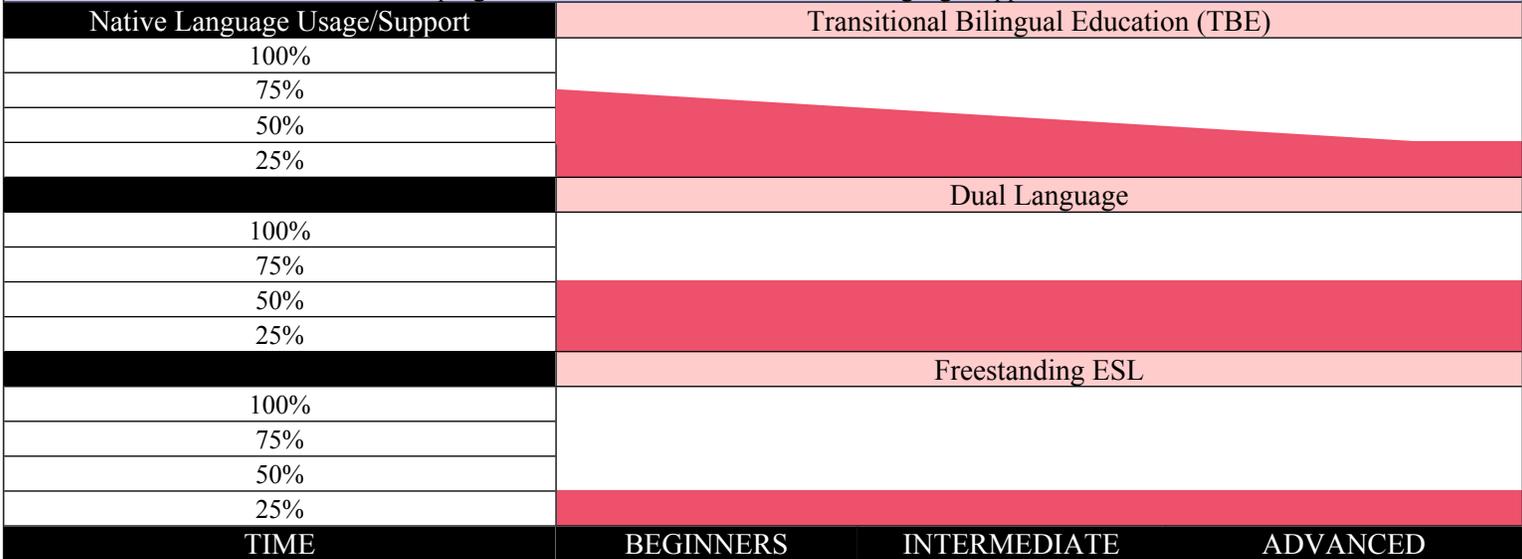
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions, and making inferences. Therefore, extended day activities held twice a week on Mondays from 2:25-5:25 emphasize academic vocabulary development, critical thinking, and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. Math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations, and constructing arguments.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program can best be measured by students outcomes, as noted on the 2013 NYSESLAT results. Of two students, one is at the intermediate level and the second advanced. Both students, currently in self-contained special needs classes, have demonstrated growth as a result of the intervention offered by the ESL program. All teachers have access to data regarding ELL students through the ARIS system.

11. What new programs or improvements will be considered for the upcoming school year?

Future Plans for ELL Programs –Describe changes planned- improvements

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

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Tuesdays and Thursdays through the school's 50 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding. Some examples are our NY Junior Tennis League program as well as our 21st Century Community Learning Center offerings.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs. Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science, and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

bilingual dictionaries.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

ELLs are offered the following language elective at I.S. 364: Art, Technology, Theatre

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. Teachers of ELLs will be part of all monthly professional development activities to better accalmate them to the rigor of the new Common Core Learning standards. Weekly teacher team meeting will be conducted as part of the SBO voted on by teachers to provide additional meeting time to deepen their understanding of the shifts that come with the implementation of the new standards. Professional Development is provided for all personnel who work with ELLs, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretarites, and the Parent Coordinator. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend QTEL training and OELL workshops throughout the year.

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

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

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

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

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

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific

strategies which have been successful with ELLs

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement at IS 364 includes a variety of workshops on several topics offered throughout the school year. A monthly calendar of parent workshops and meetings is disseminated monthly to all parents. ELL parents are invited to an orientation, if needed, and all other workshops throughout the year. A meeting for ELL parents to discuss the ESL program, NYSESLAT and any concerns of the parents is currently scheduled for Wednesday November 13, 2013. Families are also invited to visit their child's classroom to see the strategies that are taught to the students during our Curriculum Night event during the last week in September.. ELL parents are invited to participate class trips, and volunteer to assist with special events. There are parent meetings which take place throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed.
  2. The school currently partners with Learning Leaders, which is a voluntary training program that allows parents to assist teachers in the classroom. At this time, there are no other agencies providing services and workshops for ELL parents.
  3. Parent needs are evaluated by contact with the Parent Coordinator. The PTA decides on workshop ideas and topics, based on what other parents have requested.
  4. Parental involvement activities involve High School entrance and College and Career decisions, as per parent requests. Other issues, such as testing, data, ARIS parent link, and the like, are addressed with workshops as well.

#### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Gateway Intermediate School 36**

**School DBN: 19K364**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dale Kelly	Principal		11/15/13
Monica McKain-Brown	Assistant Principal		11/15/13
Dollene Adams	Parent Coordinator		11/15/13
Nadine Grieg	ESL Teacher		11/15/13
Tracey Stokley	Parent		11/15/13
Alison Cerami/ELA	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Cohen	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **2** Network: **N211**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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