



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL
DBN (i.e. 01M001): 28Q680
Principal: MS. JUDY A. HENRY
Principal Email: JHENRY2@SCHOOLS.NYC.GOV
Superintendent: MR. JUAN MENDEZ
Network Leader: MR. GERARD BEIRNE

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
Judy A. Henry	*Principal or Designee	
Ivette Ortiz	*UFT Chapter Leader or Designee	
Derek Braithwaite	*PA/PTA President or Designated Co-President	
Shirley Black	DC 37 Representative, if applicable	
David Aronov	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Stephanie Esonwune	Member/ Student	
Sandra Williams	Member/ Parent	
Marcia Wilson	Member/ Parent	
Yolanda Johnson	Member/ Parent	
Clover Hutchinson	Member/ Parent	
Amar Samaroo	Member/ Teacher	
Melisa Pinto	Member/ Teacher	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By August 2014, we will increase the number of students passing the Science Regents Examination by 3-5%

Comprehensive Needs Assessment

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

1. Performance trends from Regents Item Analysis data revealed how students respond to the Constructed Response questions.
2. Qualitative data from past Regents indicate that students do not respond to all questions from the Constructed Response.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Strategies/activities that encompass:

1. Book Study
2. Vocabulary Word Walls
3. Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
4. Questioning Techniques with cross content question stems
5. Planning and delivery of instruction aligned to Common Core
6. Looking at student work using the Tuning Protocol
7. Reading and writing task in each lesson.
8. Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson.
9. Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students).
10. Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency.
11. Planning and delivery of differentiated instruction to target students learning styles
12. Planning and delivery of instruction aligned to Common Core.
13. Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring.
14. Mock Regents Exam
15. Monitoring students' progress via predictives, midterms and finals
16. Professional Development
17. Aligning classroom instruction with state standards

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

1. Teachers, Students, Assistant Principals, CFN

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

1. Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals

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

1. September 2013 – June 2014

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

1. Mock Regents Exam, After School Tutoring

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to assist parents on how to monitor children's progress
2. Electronic communication and access to new website
3. School Messenger
4. Information via website
5. Provide opportunities for parents to share information about their child's progress
6. Workshops for online programs
7. Parental access to curriculum guides through Gateway website.
8. Open House (shadow day) - experience a day in school
9. List of topics on the school's website for parents to see

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The funding to support parent communication will include:

- School OTPS to support mailing
- Tax Levy Allocations for teachers who actively participate in PTA
- Tax Levy expended on phone messenger

Goal and Action Plan #2

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

Annual Goal #2

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

By August 2014, we will increase the number of students sitting and passing the Social Studies Regents Examination by 2-5%

Comprehensive Needs Assessment

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

Data from Item Analysis, Mock Regents, Unit Exams, in class tests, quizzes, DBQ's and the Thematic Essays used to identify areas in need of improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Strategies/activities that encompass:

1. Book Study
2. Vocabulary Word Walls
3. Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
4. Questioning Techniques with cross content question stems
5. Planning and delivery of instruction aligned to Common Core
6. Looking at student work using the Tuning Protocol
7. Give students a formative assessment exam mirroring the DBQ section/thematic essays. Analyze results of the formative assessment and determine specific growth areas.
8. Use data from formative assessment to make adjustments to pacing calendars and instruction.

9. Teachers track student progress, analyze the data, differentiate the instruction
10. Professional Development
11. Aligning classroom instruction with state standards

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

1. Teachers, Students, Assistant Principals, CFN

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

1. Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals

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

1. September 2013 – June 2014

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

1. Mock Regents Exam, After School Tutoring

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to assist parents on how to monitor children's progress
2. Electronic communication and access to new website
3. School Messenger
4. Information via website
5. Provide opportunities for parents to share information about their child's progress
6. Workshops for online programs
7. Parental access to curriculum guides through Gateway website.
8. Open House (shadow day) - experience a day in school
9. List of topics on the school's website for parents to see

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Allocations will be made in the budget for students who are currently in temporary housing status and special needs. Guidance Counselors will meet with these students and conference with them to gather data on instructional tools that are needed. All instructional tool and resources needed for these individual students will be purchased by the school

The funding to support parent communication will include:

- School OTPS to support mailing
- Tax Levy Allocations for teachers who actively participate in PTA
- Tax Levy expended on phone messenger

Goal and Action Plan #3

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

Annual Goal #3

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

By August 2014, we will increase the number of students accumulating credits in the four (4) core courses by 2-5%

Comprehensive Needs Assessment

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

Qualitative data from Credit Count Analysis and the Scholarship Report show that students in the lowest third do not always accumulate ten or more credits in the four (4) core courses.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Strategies/activities that encompass:

1. Book Study
2. Vocabulary Word Walls
3. Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
4. Questioning Techniques with cross content question stems
5. Planning and delivery of instruction aligned to Common Core
6. Looking at student work using the Tuning Protocol
7. Formative Assessment and Unit Exams aligned to state standards and the Common Core
8. Reading and Writing Strategies
9. Infusing technology in the lesson
10. Creating and using standard-based rubrics for assessment
11. Using the tuning protocols to look at student work
12. Utilizing data to address student needs
13. Instruction with multiple entry points
14. Use of Digital Learning tools to move toward a blended learning environment.
15. Professional Development
16. Aligning classroom instruction with state standards

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

1. Teachers, Students, Assistant Principals, CFN

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

1. Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals

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

1. September 2013 – June 2014

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

1. Mock Regents Exam, After School Tutoring

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to assist parents on how to monitor children's progress
2. Electronic communication and access to new website
3. School Messenger
4. Information via website
5. Provide opportunities for parents to share information about their child's progress

6. Workshops for online programs
7. Parental access to curriculum guides through Gateway website.
8. Open House (shadow day) - experience a day in school
9. List of topics on the school's website for parents to see

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Allocations will be made in the budget for students who are currently in temporary housing status and special needs. Guidance counselors will meet with these students and conference with them to gather data on instructional tools that are needed. All instructional tools and resources needed for these individual students will be purchased by the school

- The funding to support parent communication will include:
- School OTPS to support mailing
 - Tax Levy Allocations for teachers who actively participate in PTA
 - Tax Levy expended on phone messenger

- The school will use the following resources to accomplish this goal:
- School OTPS to support instructional supplies
 - Human Resources from our PSO partner for the professional development needs
 - Data Specialist and Data Inquiry Team allocation
 - C4E allocation for Saturday academy per session expenses

Goal and Action Plan #4

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

Annual Goal #4

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

By august 2014, the number of students sitting and passing the Mathematics State Exam/Regents will increase by 2-5%

Comprehensive Needs Assessment

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

1. Scholarship rate of the mathematics department
2. Item Analyses of the department data

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

Strategies/activities that encompass:

1. Book Study
2. Vocabulary Word Walls
3. Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
4. Questioning Techniques with cross content question stems
5. Planning and delivery of instruction aligned to Common Core

6. Looking at student work using the Tuning Protocol

All mathematics teachers will implement the following strategies to increase students' progress:

1. Offer Regents prep and mathematics support
2. Utilize pacing calendars, performance indicators and unit plans to align classroom instruction to State Standards, Common Core and assessment
3. To attend professional development offered by AMAPS and the CFN
4. To provide scaffolding and AIS to the bottom third students
5. Lessons with multiple entry points
6. Guidance Counselors will collaborate with content teachers to provide services to students in need
7. Teachers teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices
8. Teacher will monitor students' attendance and follow-up with parental outreach as needed.
9. Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments
10. Teachers will create an academic plan based on their scholarship report to increase student performance
11. Teacher Teams will create and use standard-based/Regents-based rubrics for assessment
12. Identification and intervention as part of the inquiry process
13. After school prep classes that will focus on the performance indicators
14. PM school for students that need to makeup courses
15. Monitoring student progress via predictive, midterms and final examinations
16. Professional Development
17. Aligning classroom instruction with state standards

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

1. Teachers, Students, Assistant Principals, CFN

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

1. Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals

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

1. September 2013 – June 2014

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

1. Parent Coordinator to provide workshop on monitoring student progress
2. Parent workshops to assist parents on how to monitor children's progress
3. Daedalus and other electronic communication
4. School Messenger
5. Monthly newsletter via website
6. Provide opportunities for parents to share information about their child's progress
7. Workshops for our online supplemental program
8. Monitoring student progress via predictive, midterms and final examinations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops to assist parents on how to monitor children's progress
2. Electronic communication and access to new website
3. School Messenger
4. Information via website
5. Provide opportunities for parents to share information about their child's progress

6. Workshops for online programs
7. Parental access to curriculum guides through Gateway website.
8. Open House (shadow day) - experience a day in school
9. List of topics on the school's website for parents to see

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The funding to support parent communication will include

- School OTPS to support mailing
- Tax Levy Allocations for teachers who actively participate in PTA
- Tax Levy expended on phone messenger

The school will use the following resources to accomplish this goal:

- School OTPS to support mailing
- Tax Levy Allocations for teachers who actively participate in PTA
- Tax Levy expended on phone master
- Data Specialist and Data Inquiry Team allocation
- C4E allocation for Saturday academy per session expenses
- C4E allocation for math review books

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**
- 7.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. .

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

2.

Budget and Resource Alignment

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

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

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.)
ELA	Incorporating past Regents questions in daily instruction. Problem solving and test sophistication	Tutoring and PM School	After School
Mathematics	Incorporating past Regents questions in daily instruction. Problem solving and test sophistication	Tutoring and PM School	After School
Science	Incorporating past Regents questions in daily instruction. Problem solving and test sophistication	Tutoring and PM School	After School
Social Studies	Incorporating past Regents questions in daily instruction. Problem solving and test sophistication	Tutoring and PM School	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and Focus Discussion Groups	Group and One-to-One Counseling	During School

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

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

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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 28	Borough Queens	School Number 680
School Name Queens Gateway to Health Sciences		

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 Judy Henry	Assistant Principal Luis A. Santiago
Coach Amar Samaroo	Coach type here
ESL Teacher N/A	Guidance Counselor Barbara Abioye
Teacher/Subject Area Mitchel Roseman	Parent
Teacher/Subject Area Joseph Akomodi	Parent Coordinator Carola Craig
Related Service Provider Virgina Jama	Other type here
Network Leader(Only if working with the LAP team) Gerard Beirme	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	811	Total number of ELLs	5	ELLs as share of total student population (%)	0.62%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

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
Bengali							0	0	0	0	0	0	0	0
Spanish							0	0	0	0	0	0	0	0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)							2							2
Advanced (A)							1	1		1				3
Total	0	0	0	0	0	0	3	1	0	1	0	0	0	5

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	0				0
6	3	1			4
7					0
8	1				1
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	2				1				3
7	1								1
8					1				1
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		0				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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other <u>0</u>	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.
We are a secondary school with a health sciences mission. We receive reports from Elementary and other middle level schools which are taken under consideration. We use ARIS to make instructional decision based on the students' performance. This data is use by the classroom to differentiate instruction and provide support. Our school is specialized and selective about students we accept. Although we draw mainly from the Queens area, other students are admitted.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveals that our ELL population is performing at the lowest level and require more instructional support.
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](#))
Teachers use the data to differentiate instruction, and develop objective and goals for the individual students. The Annual Measurable Achievement Objectives are to make programming and scheduling decision to ensure that students are given the best opportunity to succeed academically. The data reveals that ELL are in great need of instructional support.
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?

We do not offer a native language component in our school. The results of the ELL Periodic Assessments are use to set goals and align resources to support the ELL population.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
We do not have an free standing ELL program or a native language component. Native language is supported through Spanish Language course.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the ELLs performance in State and Local examinations.

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](#).)

At our school, Queens Gateway to Health Sciences Secondary School, we take steps to identify all students who may be ELLs.

When

newly admitted students arrive, we administer the Home Language Identification Survey (HLIS.) As part of the HLIS, we conduct an

Oral Interview using the native language of the students to help determine proficiency or lack of proficiency in English. We have pedagogues on staff who can help with the process. We have 3 teachers who are proficient in Spanish, 1 teacher who is fluent in Russian, 1 school aide is fluent in Bengaly. If a student may be eligible for ESL Services, we proceed with the formal assessment of the LAB-R. During the spring of each year, we run an ATS report to aseratin the number of students eligibile for NYSESLAT and we put an order with the state for the assessment. We test all ELLs with the NYSESLAT in the correct level by grade band. Assistant Principal Luis A. Santiago, license Bilingual teacher administers the NYSESLAT. ELLs receive 180 minutes per week of instruction by a certified teacher. ELL students with Spanish home language reported on the HLIS will be given the Spanish LAB in order to assess their native language proficiency. The Spanish LAB will be administered as new Spanish speaking ELLs who come to Q680 and who have not previously been tested.

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.

The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian, and Bengaly. When needed, we contact the DOE Translation Bureau.

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 [\[see tool kit\]](#).)

As parents arrive to admit their students, we advise them and orient them about programs that are offered in New York City public schools for ELLs. Parents may choose from among available programs: Transitional Bilingual, Dual Language or Freestanding ESL.

We explain that Queens Gateway does not have a free standing ELL or Bilingual programs. Parents must be aware of their choices, and presented with a video that explains their choices. The Assistant Principal, Mr. Santiago, ensures that entitlement letters are provided for eligible students and ensures that signed letters are returned. We place students by grade level in appropriate classes. Staff in our school are available to confer with parents in their native languages.

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.

In past years, there have been few ELLs at Queens Gateway, a specialized school with a Health Sciences theme. We are inclusive and admit ELLs as well as students with special needs who can benefit from our excellent programs. Our Language Allocation Policy

provides for all students that are eligible to join our school and take advantage of our College Preparatory programs.

The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian and Bengali. When needed, we contact the DOE Translation Bureau. See below for further information.

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 Speaking and Writing subtests are scored by a teacher who is not the student's teacher of English as a second language or English language arts. The Speaking subtest is administer and score by a teacher other than the student's teacher.

For the Writing subtest, all of the student responses to the constructedresponse questions are scored by a committees of teachers. No one teacher is scores more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. No teacher who is a student's teacher of English as a second language or English language arts scores any of the constructed-response questions in that student's Writing subtest booklet.

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. 

At our school, Queens Gateway to Health Sciences Secondary School, we take steps to identify all students who may be ELLs.

When

newly admitted students arrive, we administer the Home Language Identification Survey (HLIS.) As part of the HLIS, we conduct an

Oral Interview using the native language of the students to help determine proficiency or lack of proficiency in English. We have pedagogues on staff who can help with the process. We have 3 teachers who are proficient in Spanish, 1 teacher who is fluent in Russian, 1 Paraprofessional who is fluent in Bengaly. If a student may be eligible for ESL Services, we proceed with the formal assessment of the LAB-R. During the spring of each year, we run an ATS report to aseratin the number of students eligibile for NYSESLAT and we put an order with the state for the assessment. We test all ELLs with the NYSESLAT in the correct level by grade band. A qualified ESL teacher administers the NYSESLAT. ELL students with Spanish home language reported on the HLIS will be given the Spanish LAB in order to assess their native language proficiency.

The Spanish LAB will be administered as new Spanish speaking ELLs who come to Q680 and who have not previously been tested. The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian and Bengali. When needed, we contact the DOE Translation Bureau.

As parents arrive to admit their students we advise them and orient them about programs that are offered in New York City public schools for ELLs. Parents may choose from among available programs: Transitional Bilingual, Dual Language or Freestanding ESL.

Here at Queens Gateway, we offer ESL. Several schools in the area or citywide offer Bilingual or Dual Language programs using English and various languages. Parents must be aware of their choices. Parents are provided with video

The entitlement letters are provided for eligible students and ensures that signed letters are returned. We place students by grade level in appropriate classes. Staff in our school are available to confer with parents in their native languages.

We are inclusive and admit ELLs as well as students with special needs who can benefit from our excellent programs. Our Language Allocation Policy provides for all students that are eligible to join our school and take advantage of our College Preparatory programs.

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])?
 - a. Queens Gateways uses various organization models such as self-contained, push-in, collaborative co-teaching.
 - b. Queens Gateways uses various program models, of mixed proficiency levels. Currently only five students at CSS use ESL services, but as the program grows, this is the model that will be used.
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)?

Each individual period of class at our school is 46 minutes. All ELLs receive one class period of ESL daily, as well as one ELA class daily, totaling 460 minutes per week of both ESL and ELA instruction.

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.

The instructional language of the content area is English. Students are given opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing, assignments the teacher assigns to students, he provides an annotated model written either by himself or a student. Modeling is a key strategy the teacher embeds into nearly every lesson in order to “show” students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according to students’ reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes.

Struggling

students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native languages in several ways. First, the teacher oftentimes asks students during student conferences what they are doing to enrich their L1, whether or not they intend to use/take the Regents in their native languages (and whether or not that would aid them), and whether or not an L1 literary text would enhance understandings of a text that the class is reading. In addition, students are allowed to use dictionaries in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Assessments are conducted in all four modalities during specific testing periods and through daily classroom instruction.
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).

For ELL subgroups, plans are in place to provide relevant instruction that meets their needs. At Queens Gateway, there is not a SIFE population since this is a selective school based on prior school performance. In the future we may have newcomer students who are talented but need ESL instruction to keep up with the demands of their classes. We will provide the required amount of instruction should newcomer students arrive. Regarding students with 4 to 6 years of ESL instruction behind them, we will ensure that such students are

served and brought up to the Proficient level in a timely manner. For ELLs with special needs, such as the ELL student currently here at our school, we will provide the required amount and quality of ESL service. Even for a student with identified disabilities, ESL instruction

provides a necessary piece of his or her education and future success.

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?

Queens Gateway to Health Sciences provides targeted intervention for ELLs in ELA, math, and other content areas. Teachers are prepared to dedicate their instruction to classroom groups that display wide ranges of literacy. We have counseling and peer tutoring services available for struggling students.

At Queens Gateway to Health Sciences Secondary School, we have adopted a push-in model of ELL instruction. A qualified, state-certified instructor works with English language learners within the classroom and also pulls out for targeted instruction in finer points of English as a second language such as sentence level grammar and spoken language forms.

The class this year has a block format for sixth graders with Individual Education Plans (IEP.) The teachers, Ms. Jankosky, Ms. Sanchez and Ms. McGuirk, teaches the major subject areas to all twelve students. The ELL teacher clarifies the instructions to the same students and follows up to teach vocabulary that is difficult for him or her.

Targeted intervention for ELLs is provided in the following areas:

- Math: manipulatives and adapted discussion of word problems are provided by the classroom teacher. ELLs are paired up with English proficient students to work on projects. ESL teacher provides instruction in math word problems.
- Social Studies: charts, maps and illustrated textbooks that are adapted to an understandable level are provided to ELLs. The Classroom teacher and ELL teacher cooperate to give additional instruction to clarify the material for ELLs.
- Science: since Q680 is a health-themed school, our ELL students are involved in hands-on activities in the labs and practice classrooms. Teachers are aware that they must provide targeted instruction to ELLs within teachers' scope of responsibilities. Illustrated text books are provided. Experiments with pepper, soap, and water are completed. Acids and bases are compared and contrasted.

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?

Teachers in the planning of their lesson use various entry points to address the learning styles and proficiency levels of ELL with IEP goals. Advanced students are placed in ICT classes where they received the support of an instructor while in the self-contained class, students are given additional support and time to accomplish the assignments. In addition, the ESL teacher works collaborative with the content area teacher to support the learning goals of their ELL students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

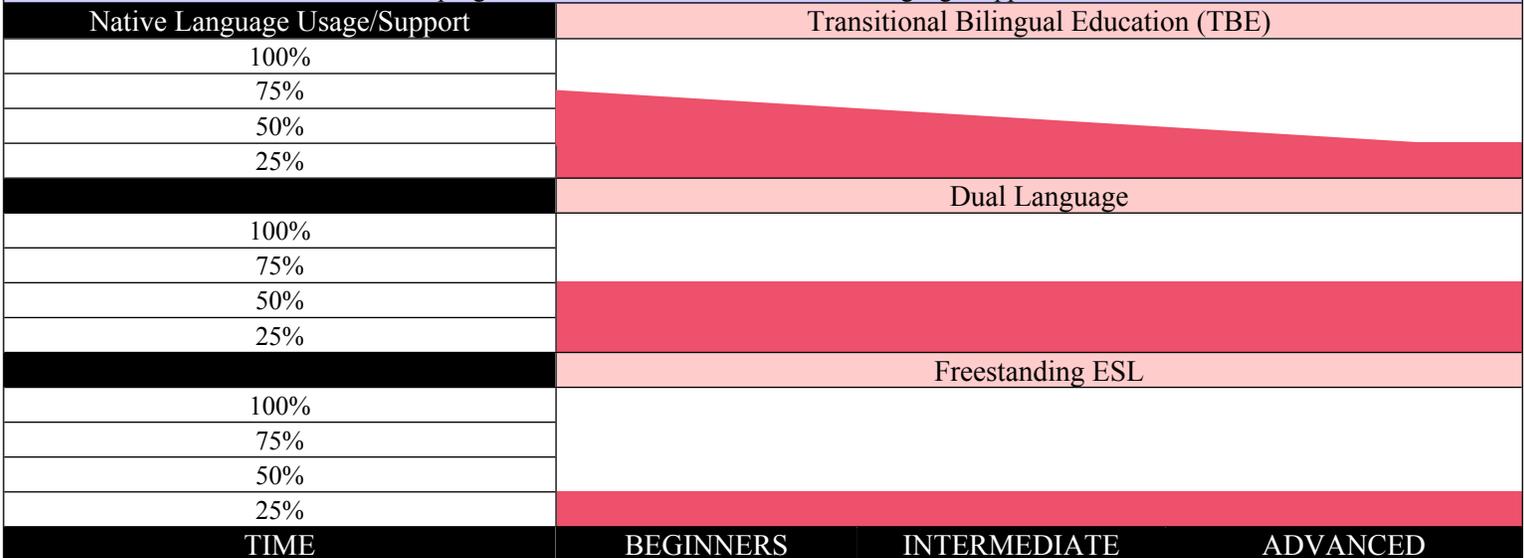
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
- Queens Gateway to Health Sciences provides targeted intervention for ELLs in ELA, math, and other content areas. At present we do not have ELL students at the beginning level. However, teachers are prepared to dedicate their instruction to classroom groups that display wide ranges of literacy. We have counseling and peer tutoring services available for struggling students.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We had one of our ELL students tested out of the ELL program.
11. What new programs or improvements will be considered for the upcoming school year?
- We considering a push in model for ELL in the content areas
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our school programs are opened to ELLs including after school programs and PSL programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each ELL student is provided with a dictionary in their native language. When possible, ELL are provided with supplemental sources from textbooks for ELL. All ELLs have access to our school Library, and the computers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- When possible, native language support is given through each class. When necessary staff members are available to translate for the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Queens Gateway to Health Sciences provides targeted intervention for ELLs in ELA, math, and other content areas. At present we do not have ELL students at the beginning level. However, teachers are prepared to dedicate their instruction to classroom groups that display wide ranges of literacy. We have counseling and peer tutoring services available for struggling students.
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.
- Since we had no newly enrolled ELLs before the beginning of the school year, we did not offer any sort of welcoming event or orientation for such students. However, we will seek to have such an event before the next school year.
18. What language electives are offered to ELLs?
- ELLs are offered the opportunity to take Spanish classes for Foreign Language credits and, in certain cases, improve native language
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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.

All ELL personal are trained in the new Common Core Learning Standards. ELL teachers are encouraged to attend professional development workshops offered through the Department of Education. Durng faculty and deparmental meeting, teachers are provided training on ELLs in the classroom. CCLS workshops and training sessions take place during the whole year. As ELLs transitin from the middle school to high school, their guidance counselor provides one-on-one support including meeting with the parents to discuss the future expectations. The 10 hours of training as required by Jose P. is provided throughout the year during staff and teacher team meetings.

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?

At Queens Gateway, we know that parents are essential partners in the education of students. Parents and guardians are invited at a minimum of four times yearly to meet with school staff. Our parents are very ambitious for their children and are in frequent contact with teachers. Translation and interpretation are provided at all our parent events and in-person and telephone meetings with families. Some translation is done by our staff. ATA other times, we contact the Translation Unit of the DOE for assistance. We have found the Translation Unit receptive to the needs of our staff and parents.

Gateway's main partner in the Community is the Queens General Hospital which is situated next to the school. Our students go there every week to participate in activities related to healthcare and research. We are proud of this vital connection. We also invite parents to go on trips with our students. Many of the parents are fully supportive of our efforts and contact teachers by phone or email.

We provide translation and interpretation as needed for parents including parents of ELL students. Open houses and orientations are frequent. As requested by parents, several teachers conduct tutorials before and after school.

We work with MGI, a private organization, to provide tutorials and college advisement

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: QUEENS GATEWAY TO HEALTH**School DBN: Q680****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy A. Henry	Principal		11/12/13
Luis A. Santiago	Assistant Principal		1/1/01
Carola Craig	Parent Coordinator		1/1/01
Colette Caesar	ESL Teacher		1/1/01
Sandra Williams	Parent		1/1/01
Mitchel Roseman/Sp. Ed.	Teacher/Subject Area		1/1/01
Joseph Akomodi/Sp. Ed.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Barbara Abioye	Guidance Counselor		1/1/01
Gerard K. Beirne	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: **Q680** School Name: **QUEENS GATEWAY TO HEALTH SCIENCES**

Cluster: _____ Network: **CFN 536**

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

Part A: Needs Assessment Findings

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

We analyze results of the home language survey (RHLA) and the adult preferred language report (RAPL) to identify whose primary language is other than English.

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.

From the RHLA report out of the 811 families, we found that the majority of households speak English at home (607). Of the non-English speaking households:
94 families identified Bengali as the language spoken at home.
65 families identified Spanish as the language spoken at home.
9 families identified Punjabi as the language spoken at home.
8 families identified Urdu as the language spoken at home.
all other language were in the single digits and less than 4.

Part B: Strategies and Activities

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

The school will utilize the Department's Translation and Interpretation Unit services to translate memos, notices and brochures. The school will also use its Translation and interpretation allocation to contract a vendor to translate the Parent Handbook and DOE authorized vendor to print translated materials for distribution to parents. In addition, our current school website provides translation of the site for parents.

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

The school will utilize the Department's Translation and Interpretation Unit's free dial up/over the phone interpretation service during Parent Teacher Conferences and other times as needed. The School will also use in-house staff to meet this need.

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>.

Parents are notified via mail of the availability of Translation and Interpretation services in the covered languages. The school posts signs at the main entrance announcing the availability of translation and interpretation services in the covered languages. School safety agents are provided with multi-lingual cards to assist parents seeking translation and interpretation services. Parents were provided with translated Bill of Rights and Responsibilities in their preferred language on September 26, 2011 (part of the discipline codedistribution). Documents needing translation are requested in advance (2 weeks) of an event. Interpreters, when needed, are contracted in advance of an event as well.

