



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** GATEWAY SCHOOL OF ENVIRONMENTAL RESEARCH AND  
TECHNOLOGY

**DBN (i.e. 01M001):** 08x295

**Principal:** CLIFFORD SIEGEL

**Principal Email:** [CSIEGEL@SCHOOLS.NYC.GOV](mailto:CSIEGEL@SCHOOLS.NYC.GOV)

**Superintendent:** DENISE HALLETT

**Network Leader:** STEVEN CHERNIGOFF

**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
Clifford Siegel	*Principal or Designee	
Thomas DeCruze	*UFT Chapter Leader or Designee	
Johnny De La Rosa	*PA/PTA President or Designated Co-President	
Marsha Martin Brown	DC 37 Representative, if applicable	
Michelle Batista Safa Shafat Aleah Richardson	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Counseling in Schools—Saxia Sanchez	CBO Representative, if applicable	
Escarly Alvarez	Member/ Parent	
Maria Frias	Member/ Parent	
Charisse Miller Nair	Member/ Parent	
Jeanette Vazquez	Member/ Secretary	
Glenda Melendez	Member/ Parent Coordinator	
	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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

To improve student outcomes and meet the 2013-2014 Citywide Expectations by May, 2014 teachers will increase the effectiveness of their instructional planning by creating three engaging, rigorous and coherent units each containing a performance task, assessment plan, student analysis, differentiation strategies and five to seven measurable learning targets aligned to the CCLS and Content Standards.

### Comprehensive Needs Assessment

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

2013-2014 Citywide Instructional Expectations cites the need for teachers to “adjust their lessons, units and classroom assessments to address the gap between the standards required and what their students know and are able to do. However the school’s most recent Quality Review notes, “high levels of engagement are not seen in all classrooms and learning experiences are not extended to meet the needs of all learners,” and concludes that the school needs to, “Expand rigorous differentiation practices across all grades and subjects so that lessons promote higher order thinking skills and questioning to engage and meet the needs of all learners.” Reinforcing the conclusion that a critical need of our community is to increase the instructional planning capacity of teachers is additional evidence from the 2012 – 13 Progress Report which assigns below average scores in Academic Expectations, Engagement and College and Career indicators.

### 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

1. Common professional periods to facilitate Departmental and Collaborative teacher co-planning.
2. Yearlong Danielson aligned professional development during common professional periods focused on Domain 1 and Domain 3
3. Collaborative Planning during Department Meetings.
4. Institute a system of regular supervisory and peer feedback on instructional planning artifacts.
5. Teachers self-assess on professional teaching practice based on reflective questions aligned to standards of instruction and the Danielson Framework.

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

1. Assistant Principal
2. Network Instructional Coach
3. Department Instructional Leads
4. Teachers

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

1. Frequent informal classroom visits (snapshots of instruction) for observation and feedback to evaluate the effectiveness of professional development.
2. Directed feedback in Pre and Post observation conferences of planning artifacts (Unit Plans, Lesson Plans, Scope and Sequence.)
3. Student Inquiry work during Department and Special Education Team Meetings

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

1. September 2013 – Distribution of Teacher Handbook, Danielson Framework
2. September 2013 – Create Common Plan Period
3. September 2013 – Develop Professional Development Plan
4. September 2013 – Distribute Danielson Aligned Unit Planning Template
5. September 2013 – Teachers responsible for Course Syllabus and Grading Policy for each course; Syllabus and Grading Policy shared with parents
6. September 2013 – Weekly Common Planning Period Teacher Effectiveness P.D.s start
7. October 2013 – Learning Outcome Training – Teachers responsible for Learning Targets, and Essential Questions in their Lesson and Unit plans
8. October 2013 – Instructional Strategies Training – Teachers responsible for Differentiation and ELL strategies in their Lesson and Unit Plans
9. November 2013 – Scope and Sequence documents for each course will be developed by teachers
10. November 2013 – Assessment Plan Training – Teachers responsible for the Assessment Strategy section of their Lesson and Unit Plans
11. November 2013 – Teacher lead Department Meetings launch
12. December 2013 – Data Analysis Training – Teachers responsible for Student Analysis section in Lesson and Unit Plans

13. December 2013 – Teachers submit first complete Unit Plan that meets the criteria in Goal 1 for review
14. January 2014 – Teachers do self and peer review of their Unit and Lesson Plans with Danielson
15. February 2014 – Teachers submit Second complete Unit Plan that meets the criteria in Goal 1 for review
16. February 2014 – Student Inquiry work begins During Department Meetings
17. May 2014 – Teachers submit Third complete Unit Plan that meets the criteria in Goal 1 for review

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

1. Common Planning Period for all teachers
2. Time set aside for Department Meeting
3. Common Planning Time for Teacher Effectiveness Training
4. Teacher Handbook
5. New school communication system, The Morning Relay
6. Network Instruction Specialist

**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).

- Course Syllabi and Grading Policies shared with parents
- The School Leadership Team will be informed of the City-wide expectations for the school year.
- Through the SLT and Parent Association, parents will be shown exemplar units, and invited to give feedback on the Gateway Unit Planning Template
- Through the SLT and Parent Association, parents will be informed on teacher accountability and the observation process and understand the importance of feedback to guiding instruction.
- The Parent Coordinator will help to facilitate parent involvement.

**Budget and Resource Alignment**

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

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

**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.

To strengthen the caliber student work and support all students in Regents-bearing classes achieve the require mastery on Regents examinations, by May 2014 teachers will increase use of instructional feedback to students by implementing a coherent and aligned assessment strategy for each lesson to provide actionable instructional feedback to students and to measure student progress towards the unit's learning targets. Particular attention will be given to Formative Assessments and Questions as a form of Formative Assessment.

**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.

2013-2014 Citywide Instructional Expectations cites the need for teachers to "adjust their lessons, units and classroom assessments to address the gap between the standards required and what their students know and are able to do, and that, "[Teachers] implement classroom structures and assessment practices . . . that encourage student self-reflection and engagement of students in the learning process." However the school's most recent Quality Review notes, "[A] numbers of classrooms foster rigorous higher order thinking skills and thoughtful questioning. However, the process is not embedded throughout the school, creating various levels of instruction." Moreover, the 2012-13 Progress Report notes that the school is greatly under performing in credit accumulation and weighted Regents Pass Rate.

**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.

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

1. Common professional periods to facilitate Departmental and Collaborative teacher co-planning and peer evaluation.
2. Yearlong Danielson aligned professional development during common professional periods focused on Domain 1 and Domain 3
3. Institute a system of regular supervisory feedback based on collected planning artifacts and frequent teacher observations.
4. Teachers self-assess on professional teaching practice based on reflective questions aligned to standards of instruction and the Danielson Framework.

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

3. Assistant Principal
4. Network Instructional Coach
5. Department Instructional Leads
6. Teachers

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

1. Frequent informal classroom visits (snapshots of instruction) for observation and feedback to evaluate the effectiveness of professional development.
2. Directed feedback in Pre and Post observation conferences of planning artifacts (Unit Plans, Lesson Plans, Scope and Sequence.)
3. Student Inquiry work during Department and Special Education Team Meetings

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

1. September 2013 – Distribution of Teacher Handbook, Danielson Framework
2. September 2013 – Create Common Plan Period
3. September 2013 – Develop Professional Development Plan
4. September 2013 – Distribute Danielson Aligned Unit Planning Template
5. September 2013 – Distribute Danielson Aligned Lesson Planning Template
6. September 2013 – Weekly Common Planning Period Teacher Effectiveness P.D.s start
7. October 2013 – Learning Outcome Training – Teachers responsible for Learning Targets, and Essential Questions in their Lesson and Unit plans
8. October 2013 – Instructional Strategies Training – Teachers responsible for Differentiation and ELL strategies in their Lesson and Unit Plans
9. October 2013 – Teacher responsible for including formative assessments in Lesson Plans twice a week
10. November 2013 – Assessment Plan Training – Teachers responsible for the Assessment Strategy section of their Lesson and Unit Plans
11. November 2013 – Teacher lead Department Meetings launch
12. December 2013 – Effective Questioning Strategy Training – Teachers will self and peer assess their instructional questions
13. January 2014 – Questioning as Formative Assessment Training – Teachers responsible for including three differentiated questions in each lesson plan
14. February 2014 – Teacher integrate questioning strategy into their existing Assessment Plans
15. May 2014 – Teachers responsible for including formative assessments and questioning strategy in every Lesson Plan

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

1. Common Planning Period for all teachers
2. Time set aside for Department Meeting
3. Common Planning Time for Teacher Effectiveness Training
4. Teacher Handbook
5. New school communication system, The Morning Relay
6. Network Instruction Specialist

**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).

- Course Syllabi and Grading Policies shared with parents
- The School Leadership Team and Parent Association will be informed of the City-wide expectations for the school year.
- Through the SLT and Parent Association, parents will be shown exemplar unit and lesson plans, and invited to give feedback on the Gateway Planning Templates
- Through the SLT and Parent Association, parents will be informed of teacher accountability and the observation process and understand the importance of

formative feedback to guiding instruction.

- The Parent Coordinator will help to facilitate parent involvement

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

### **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 June 15, 2014 to improve the school's environment of respect and rapport and to encourage positive interactions between students and students; and teachers and students, as evidenced by a 25% reduction OORS incident reports and suspensions and 25% increase in number of student/staff activities and special events

#### ***Comprehensive Needs Assessment***

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

Need is based on data disseminated on OORS data years 2012-2013 and September, October, and November 2013

#### ***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.

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

1. Maintain an ongoing schools-wide plan for safety and discipline guided by the Chancellor's Discipline Code and communicate to students, staff and parents.
2. Staff will be provided professional development in the fair and equitable implementation of the Chancellor's Discipline Code.
  - Teachers will create a classroom management plan which will be posted in the classroom in a highly visible area. Teachers will be given opportunities to discuss and share strategies to address a variety of classroom behavior issues. . Instructional leaders and network coaches will observe classroom management and provide feedback during informal observation snapshots and formal observations.
3. Peer Mediation will be implemented to support student-to-student resolution of conflicts. School leaders and staff will emphasize and reinforce relevant school and campus rules, Chancellor's Discipline Code, and utilizes principles of successful youth development programs.
4. Assistance and guidance to be provided by the network youth development coach.

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

3. Assistant Principals
4. Guidance Counselor
5. AIDP (Counseling in Schools) Counselors
6. Teachers
7. Parent Coordinator
8. Parents

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

1. Professional development will be provided to teachers on the Chancellor's Discipline Code, Regulations, students with disabilities and special needs, and ways to foster a positive and safe learning environment.

##### **10. Timeline for implementation and completion including start and end dates**

1. By semester and on-going throughout the 2013-14 school year.

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

1. In January 2014, Gateway will conduct a Town Hall meeting celebrating "Respect For All Week." The meeting will be attended by staff, students and parents in the auditorium that will focus on: interactive bullying video, skits by students and staff members, poster contest, and acts of kindness celebrations. Awards will be given for the best posters. The event will be facilitated by students.

### **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).

- School Leadership Team review of youth development program.
- Parent Association engagement in school activities and in encouraging more awareness in the school program.
- Outreach will be performed by Parent Coordinator; Attendance office; Attendance Improvement Dropout Prevention program; teachers; youth development and guidance counselors and attendance, academic progress, and behavior will be communicated to parents.
- Parents will utilize school resources to communicate
- Copies of the Chancellor's Discipline Code will be made available to parents in multiple languages.  
Parents will be invited to participate in attendance and academic awards programs.

### **Budget and Resource Alignment**

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

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

### **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.

To increase the number of SWDs (students with disabilities) participating in the CCSS (Common Core State Standards) by 25% by moving to the Least Restrictive Environment appropriate for each by **February 2014**.

#### **Comprehensive Needs Assessment**

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

Need is based on all students passing Regents examinations, examination of transcripts

#### **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.

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

1. Special education teachers will meet with the IEP coordinator and AP of Special Education to participate in weekly special education department team meetings where student needs and progress are examined, discussed and monitored.
2. Continuing professional development during common professional periods focused differentiated instructional strategies and reading/implementing of IEPS for all teachers
3. Weekly dedicated co-planning time for collaborating teachers of CTT classes
4. Tutoring of SWDs for Regents/RCT preparation-funded by The Bronx Institute GEAR-UP Program
5. Period 5 common time for tutoring

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

1. Assistant Principals
2. Guidance Counselor
3. AIDP/CBO
4. Attendance Staff
5. Teachers
6. Parent Coordinator
7. Psychologist
8. Social Worker

<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>Review of scholarship report and credit accumulation statistics of students with IEPs</li> <li>Frequent informal classroom visits (snapshots of instruction) for observation and feedback to evaluate the effectiveness of professional development.</li> <li>Directed feedback in Student Inquiry work during Department and Special Education Team Meetings</li> <li>The number of students with IEPs who pass their Regents at the 55% mark and 65% mark</li> </ol>
<b>8. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>September 2013 – Create Common Plan Period</li> <li>September 2013 – Develop Professional Development Plan</li> <li>September 2013 – Review and amend if necessary every IEP to support move to L.R.E.</li> <li>September 2013 – Program all eligible students with IEPs for L.R.E.</li> <li>September 2013 – Weekly Common Planning Period Teacher Effectiveness P.D.s start – Focus includes instructional strategies for the mixed ability classroom and differentiated instruction</li> <li>October 2013 – Tutoring of students with IEPs begins</li> <li>October 2013 – Special Education Team meeting Launch</li> <li>October 2013 –Sesis training for special education teacher – focus writing effective IEPs</li> <li>October 2013 – Scholarship Conference and review of first marking period grades for students with IEPs</li> <li>November 2013 – IEP and Sesis training for general education teachers</li> <li>December 2013 – Assess credit accumulation of IEP Students for the first semester</li> <li>January 2014 – Program students with IEPs for second semester in L.R.E.</li> </ol>
<b>9. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>Common Planning Period for all teachers</li> <li>Time set aside for Department Meeting</li> <li>Common Planning Time for Teacher Effectiveness Training</li> <li>Common Planning Time for CTT co-planning</li> <li>Continued funding for Gear-Up</li> </ol>

**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).
<ul style="list-style-type: none"> <li>School Leadership Team review of L.R.E. policy.</li> <li>Parent Association engagement in school activities and in encouraging more awareness in the school program.</li> <li>Outreach will be performed by Parent Coordinator; Attendance office; Attendance Improvement Dropout Prevention program; teachers; youth development and guidance counselors and attendance, academic progress to parents.</li> </ul>

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

**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.
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**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.

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

1.

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

1.

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

4.

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

1.

**6. 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).

**Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Reading; reading comprehension; vocabulary and vocabulary usage; grammar review; writing; oral articulation of reading and learning; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online--during the day in the computer lab or from home.
<b>Mathematics</b>	Differentiated instruction; Reading worded math problems for comprehension and problem solving; Vocabulary understanding and usage in text reading; skills problems and Regents exam questions; drill and practice time; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online--during the day in the computer lab or from home.
<b>Science</b>	Reading; reading comprehension; vocabulary and vocabulary usage; writing; oral articulation of reading and learning; hands-on learning and experimentation; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; AIDP and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; make up lab time where seat time is required; online tutoring and credit recovery.	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online--during the day in the computer lab or from home.

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

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

- 5. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.

The school will seek to recruit the most qualified teacher in license, a teacher that can demonstrate highly effective instruction.

Recruitment will be assisted through the office of the Human Resources Director and through the Open Market Transfer System.

A school-based hiring committee will review the new teacher's credentials and interview the candidate.

The principal may be a member of the hiring committee. The hiring committee will make recommendations to the principal.

**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).

- High quality professional development will be provided to teachers on designated professional development days, professional periods, and in faculty and department conferences.
- High quality professional development be provide by school-based administration, teacher leaders and the CFN Network in areas of administration of school, instruction, assessment and youth development.
- Professional development this year will focus on preparing teachers for the new teacher evaluation system, moving teacher practice to effective, as measure by the teacher framework, and preparing teachers to moving students with IEPs to L.R.E.

Professional activities for the year include:

**Shifting the Culture [D. F.: 1c, d; 2a, b, c; 4a, b, d, e, f]**

- Shift in Culture
- Digital Domain
  - Email/Calendars and the Morning Relay
- Culture of High Standards and Iteration
  - Looking at the Long Game
    - Supporting Students
      - High expectations
      - Consistent and frequent feedback
      - Fairness
    - Supporting Staff
      - High expectations
      - Consistent and frequent feedback

- Fairness
  - Preparing for our professional future

### **Starting the Year [D.F.: 1c, d; 2b, c, d, e; 4a, d, e, f]**

- Setting high expectations
  - Sharing syllabus, grading policy and instructional goals
- Establishing yourself as an instructional leader
- Practicing classroom rituals/routines/ and procedures
- Classroom designs for success

### **Adapting to Danielson [D.F.: all indicators]**

- What does it look like in all aspects of Teaching and Learning
- How about the artifacts

### **Understanding Advance [D.F.: 4a, b, d, e, f]**

- What are the requirements
- What are my choices
  - Option 1 and Option 2
- Concerns about Advance
  - Will there be time to grow and learn
  - Is there integrity in the system

### **Domain 1 Planning and Preparation [D.F.: 1a, c, d, e, f; 4a, e]**

- Unit planning
  - Understanding the template
  - The Standards
    - CCLS and the content standards
  - What is a learning target
    - Why are they important
    - How do we write learning targets
  - Essential Questions and Enduring Understandings
    - Knowing the difference and how to use them
  - Assessment systems
- DOK and the Rigometer
  - Promoting Higher order thinking
- Assessment design
  - What is the purpose of assessments
    - Formative vs Summative
- Lesson Planning
  - Lesson Plans a road map to student success
  - Aligning lesson Plans to the Unit
    - The Role of Learning Targets
  - The Lesson Template
    - Essential Components of the lesson plan

### **Domain 2 Learning Environment Len [D.F.: 2a, b, c, d, e; 4a, e]**

- Classroom Management Plans
  - Clear expectation
  - Classroom routines and procedures
  - Classroom rules and the ladder of referral
- Schoolwide trends in Domain 2
  - Bulletin Boards
  - Class Rooms

- Classroom Environment
  - Rubrics and Expectations
    - What's happening with all those Rubrics and Feedback forms
- Hallway Bulletin Board Rubric

**Building our Collaborative Learning Community** [D.F.: 1b, d; 2a, b, d; 3d, e; 4a, b, d, e]

- Departmental Teacher Teams
  - Coordinators/Recorder
  - Norms and Department Vision
  - Curriculum Inventory
- SIT Team
  - Norms
  - Portfolio of students
  - Procedures
- Instructional Cabinet/PD Team
  - Forming team
  - Setting priorities
- Youth Development Team
  - Transcript Review
  - College/Career Readiness Fair

**Domain 3 CCLS Daily Instructional Practices – Network** [D.F.: 1c, e, f; 2a, b; 3a, b, c, e; 4 a, e]

- Speaking and Listening
- Reading

**Domain 3 CCLS Daily Instructional Practices – Network** [D.F.: 1c, e, f; 2a, b; 3a, b, c, e; 4 a, e]

- Writing

**Deep Dive Assessment** [D.F.: 1e, f; 2b; 3d, e; 4a,e]

- Knowing our Students
  - How much is enough?
- Writing coherent and aligned assessment
  - Using learning targets and standards to create assessments
- Formative assessment
  - The Role of Feedback
  - Closing the loop
- Using Assessment to drive instruction
  - Unit Planning - assessments
  - Lesson Planning – assessments
  - 3d – Monitoring student learning
  - 3e – Instructional agility
- Unit Performance Tasks

**The Art of Questioning** [D.F.: 1b; 2a, b; 3b, c, d; 4a, e]

- Questioning as formative assessment
- What's a good question sound like?
  - DOK and the rigometer
  - Cosa's levels and the art of questioning
- Questioning a fountain or a web
  - Who asks/ Who answers

- Planning for Questioning
  - Anticipating student responses
  - Follow up questions

**Student collaboration - Group Work** [D.F.: 1b, c, e; 2a, b, c, d; 3c; 4a, e]

- Why Student Group Work
  - Aligned to CCLS
  - What the research tells us
    - Psycho/social needs
    - College and Career Readiness
- Making the correct groups
  - Knowing your students
  - Clear Instructional outcomes
- Making groups work
  - Establishing Student Group Work Protocols
- Monitoring Student Group Work
  - Best Practices
  - Student accountability
  - Grading Group work

**Expanding our Collaborative Community** [D.F.: 1b, c; 2b; 4a, b, c, d, e, f]

- Department meetings
  - Unit Planning 2<sup>nd</sup> semester
  - Student Inquiry
- PD Committee
  - Teacher learning leaders
  - Expanding P.D. calendar
  - Individual Professional Development Plans
- SIT Committee
  - Supporting alternative learners
  - Student inquiry

•

**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.).

The Principal and Assistant Principal Organization will work in conjunction to coordinate federal, state and local monies in order to provide high quality services to the targeted population in all consolidated programs.

**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.

Teachers will work collaboratively in bi-weekly department meetings to develop Unit Plans using a modified UDL strategy. Each unit plan will contain five to seven measureable learning targets, and an explicit assessment strategy, that details the variety and number of formative, summative, and performance tasks that teachers will use to drive instruction for that unit. Additionally, for each unit, teachers will prepare and administer an pre- and post- assessment to create a learning inventory for each student. Data gathered from the pre- and post- assessments will be used to determine instructional groupings in the classrooms. Administrators and the network instructional specialists will support teachers in designing, implementing, and analyzing assessments and assessment data during weekly common-planning time professional development and after-school per session opportunities

**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 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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>295</b>
School Name <b>Gateway School of Envir. Res. &amp; Tech.</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>Clifford Siegel</b>	Assistant Principal <b>Lucille DiMeglio</b>
Coach <b>Richard Petrone</b>	Coach <b>Judith Swanson</b>
ESL Teacher <b>Linda Manilili</b>	Guidance Counselor <b>Jennifer Carchietta</b>
Teacher/Subject Area <b>Norberto Solivan</b>	Parent
Teacher/Subject Area <b>Liam McAndrew</b>	Parent Coordinator <b>Glenda Melendez</b>
Related Service Provider <b>Leonara Krasniqi</b>	Other <b>Aaron Schwartz</b>
Network Leader(Only if working with the LAP team) <b>Steven Chernigoff</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>165</b>	Total number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>17.58%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE										4	3	6	16	29
SELECT ONE													0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	3	6	16	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	9

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	6	2	1	6	0	2	17	0	13	29
Total	6	2	1	6	0	2	17	0	13	29

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
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										3	3	5	11	22
Chinese														0
Russian														0
Bengali										1	0	0	4	5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	0	1	1	2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	4	3	6	16	29

## 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)										1	0	0	1	2

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	6	12	22
Advanced (A)										1	0	1	3	5
Total	0	0	0	0	0	0	0	0	0	4	2	7	16	29

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					0
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									0
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	19		3	
Integrated Algebra	26		10	
Geometry	5			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	12			
Living Environment	23		5	
Physics				
Global History and Geography				
Geography	23		1	
US History and Government	19		1	
Foreign Language	2		0	2
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
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?
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?
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
  1. According to the data, there is a direct correlation with students' performance on the NYSESLAT and performance on the Global, US History and ELA Regents exams. The data shows that 18 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency demonstrates a relationship between language ability in the modalities and performance on reading writing intensive Regents. Of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.
  2. It is evident from the results that instruction must focus on the improvement of the students reading/writing skills. Within this set an even greater concentration of the instruction must focus on improving the students' ability to write. The writing instruction will concentrate on the standards of ELA which should increase performance on the English Regents, as well as the Global History Regents.
  3. The data shows that 18 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.
    - a. It is evident from the results that ELLs perform better on Regents Exams in English (language of instruction) rather than in the native language.
    - b. The results of the periodic assessments allow the school to make any up to the moment programming changes for students who may be affected.
    - c. According to the results of the periodic assessments the students have shown progress along an acceptable improvement paradigm. Native Language is employed only in learning situations when its use is needed.
  4. The Gateway School will use an increase in ELLs passing rates on the English, US and Global Regents Exams to evaluate the success of our programs. For students not yet taking courses that terminate in a Regents the NYSESLAT results will determine necessary changes to instruction. Curriculum audits happen at regular intervals. The ESL department will continue to collaborate

with the History Department to find areas where reading/writing skills can be applied to the content areas with the intent to increase the passing rates of the Global Regents

6. Each ESL class is designed around the language level and ability of each student in attendance. Target learning levels aligned with common-core standards are established by the ESL teacher. Support for each ELL student in attaining the target learning levels is provided through one-on-one instruction, Skills Tutor Technology, peer assistance, and after-school tutoring.

## 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](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. 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.
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](#)
  1. The Gateway School has not admitted any new students since we are a school that is transitioning and will be closing in 2015. Any new student who may be admitted is screened by our guidance counselor, Jennifer Carchietta. As the informal oral interview begins, and if it appears language services may be necessary, by request or the inability of the parent to communicate in English, the ESL teacher Linda Manilili will conduct an interview. Translation services in the preferred language are provided by ESL instructor Linda Manilili, the parent coordinator Glenda Melendez or the Pupil Personnel secretary J. Vazquez. At this time the HLIS and the parent Orientation Program is presented to the student and parent(s), and arrangements are made to administer the LAB-R when the formal initial screening has found it necessary, and the Spanish LAB if qualified. This formal assessment is completed promptly, and the LAB-R is administered within 10 days of the ELLs enrollment. If the student has previously taken the NYSESLAT those results are used for the initial placement of the student in the appropriate classes provided by the Gateway School ESL program.
  2. If an interview will take place, Ms. Manalili and Guidance Counselor Jennifer Carchietta will describe the three language program options available in NYC public schools to every new student in the family's preferred language. After all of the programs are explained to the parent(s) of the new student, and each programs strengths are described, the family makes an informed decision on which program is most suitable for the child. The parent and new student are informed of their right to their first

option, but that the Gateway school only provides a free standing ESL program. If their first choice is not freestanding ESL then the guidance counselors make every effort to locate a suitable school that provides the parents' preference for Transitional Bilingual or Dual Language services. Records of the parents' decision are recorded and kept on file in each student's permanent record in the guidance office.

3. As a closing school, the guidance office will accommodate the family to complete the documents, with assistance, while still at the school. Reliable mailing addresses are elicited at this time to ensure additional forms can be sent in a timely matter if the originals are lost or misplaced. The parent coordinator and ESL coordinator make any additional communication to the family of the ELL through mailings, emails, phone calls and correspondences sent home with the child.

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

5. All 29 current ELLs at the Gateway School have made the freestanding ESL program their selection. The observed trend is that the school choice is almost exclusively made for the school's proximity to the ELL's residence, or that a family relation is or has attended the Gateway School and has provided positive feedback about the ESL program provided.

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

## 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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
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).
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?
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?
  1. The Gateway School provides a freestanding ESL program to 29 students. The course offerings are based on the students' LAB-R results as beginner, intermediate or advanced to ensure that the mandates are met. Each academic year the NYSESLAT test is administered to all of the students to determine the proper placement for ELLs in the coming term
    - a. The students in the 9-12th grades are placed in self-contained ESL classes. Each class is designed to address the language modalities
    - b. The Gateway school uses a homogeneous program model for its ESL program.
  2. Ms. Manilili is our only ESL teacher. She teaches three (5) different classes for five (5) periods
    - a. A day for a total of six (6) distinct courses offered over eight (8) periods. Each period is 48 minutes in duration five days a week. Each class provides 240 minutes of ESL instruction time per week. A student with three classes receives 720 minutes of instructional time, A student with two classes receives 480 minutes and a student with one class at the advanced level receives 240 minutes per week. The school's programming team create individual ELL programs around the mandated ESL services that exceed the required minutes for each level.
  3. The Gateway School provides a homogeneous program model in all content areas. Content is made comprehensible through instruction in English with supplemental learning materials provided in the native language when needed in order to

enrich English language acquisition. Technology is used to provide online language assistance through Skills Tutor, reference materials for all content area subjects are available in the native language, and after school tutoring in the Native Language is available in Math and History

4. The School social worker is a bilingual staff member who not only provides mandated counseling but also advocates on behalf of the ELLs to ensure that necessary evaluations in the native language are properly conducted. Regular meetings with the ESL department members and the ESL coordinator are conducted to evaluate ELL performance in all subject areas and then report to particular departments if native language interventions are necessary.

5. The instructional models employed at the Gateway School:  
self-contained ESL classes for grades 9-12 homogeneous groups, block scheduling when possible, freestanding ESL based on LAB-R and NYSESLAT results.

Differentiated instruction for the ELL subgroups:

a. SIFE students are provided instruction based on performance on the LAB-R or NYSESLAT results. ESL instructors evaluate the results to locate and address the areas of greatest need to begin to move the student towards a communicative understanding of the language. Students receive additional guidance and resource support to provide a comprehensive and holistic approach to bringing the individual to grade level as quickly as possible.

b. We did not receive any newcomers this year, however, in the event that an over-the-counter student is transferred to our school, we are prepared to provide ESL classes that are homogeneous groups, and blocked scheduled for two of the three mandated periods with a skills class and credit bearing ESL class together. The additional mandated class is divided by students who are recent immigrants to the country and students who have tested at the beginner level and been in country for a year or longer. The beginner block classes are constructed to provide 720 instructional minutes per week, far exceeding the mandated time.

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

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

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

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

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

9. There are currently (29) ELLs at the Gateway school entitled to continuing transitional support. These students have consulted with their language instructor in order to devise a plan of instruction that will assist their passing of the English Regents. This plan includes a combination of skill classes during the school day and tutoring session after school. Additional time, use of translation dictionaries, and all testing exemptions are provided for the additional two years of eligibility. The school social worker doubles as an advocate and counselor for the ELLs who are more comfortable expressing their needs in the native language, and creating solutions that will improve the quality of learning for the student.

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

11. No current services are being discontinued.

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

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

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

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

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

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

### 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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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
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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
18. What language electives are offered to ELLs?
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)?

9. There are currently (29) ELLs at the Gateway school entitled to continuing transitional support. These students have consulted with their language instructor in order to devise a plan of instruction that will assist their passing of the English Regents. This plan includes a combination of skill classes during the school day and tutoring session after school. Additional time, use of translation dictionaries, and all testing exemptions are provided for the additional two years of eligibility. The school social worker doubles as an advocate and counselor for the ELLs who are more comfortable expressing their needs in the native language, and creating solutions that will improve the quality of learning for the student.

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

11. No current services are being discontinued.

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

to acquire credit.

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

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

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

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

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

18. Currently this year in our school, we are offering a food nutrition class as an elective that is being taught by Karen Carcamo, our licensed Spanish teacher.

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

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

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

## 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 is central to the effectiveness of the ESL program of The Gateway School. The school parent coordinator conducts all out reach in both English and families' preferred language that encourages them to become active participants in the school community.
  2. The Gateway School is currently working in partnership with the Gear Up Program. This program is providing financial, technical and staff support for additional ESL services. This includes, but is not limited to providing 25% of the student population with laptops as well as providing funds to create alternative and additional programs to support the specific needs of the ELLs.
  3. Frequent communication between the parents of ELLs and The Gateway School in the preferred language is utilized to recognize the important bond between teacher and parent utilizing Parent Coordinator, counselors, teachers, newsletters and School Messenger voice messages. The School learning Environment survey is used to uncover any concerns that the school might not be addressing.
  4. Along with meeting the needs expressed by the parents in the initial meetings, The Gateway School provides an environment that encourages the families of the ELLs to play an ongoing role in the academic achievement of the students. The Gateway School has a strong and involved parent teacher association that advocates on behalf of the students' parents.

## 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 School of Env. Res. &****School DBN: 08x295****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Clifford Siegel	Principal		11/15/13
Lucille DiMeglio	Assistant Principal		11/15/13
Glenda Melendez	Parent Coordinator		11/15/13
Linda Manalili	ESL Teacher		11/15/13
	Parent		1/1/01
Liam McAndrew	Teacher/Subject Area		11/15/13
Norberto Solivan	Teacher/Subject Area		11/15/13
Richard Petrone	Coach		11/15/13
Judith Swanson	Coach		11/15/13
Jennifer Carchietta	Guidance Counselor		11/15/13
Steven Chernigoff	Network Leader		11/15/13
Leonara Krasniqi	Other <u>Speech Teacher</u>		11/15/13
Aaron Schwartz	Other <u>Assistant Principal</u>		11/15/13
	Other		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: **08x295** School Name: **Gateway Sch. of Env. Res. & Tech.**

Cluster: **6** Network: **610**

**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.

All communications that are backpacked home are back-to-back written in English and in Spanish. Any documents that parents receive are distributed to them in their native language(s) including Spanish and Bangladesh. In addition, our Parent Coordinator, Glenda Melendez, and school aide, Daisy Muniz provide translating to parents and students both on the phone and in person.

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

Our findings indicate that many parents are monolingual (primarily Spanish, and then Bangladeshi. This is identified by the data in the Department of Education ATS system. This information is disseminated to the school community at Parent Teacher Conferences, Schools Leadership Team meetings, faculty conferences, Parent Association Meetings, and the Dean's Office.

## 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.

The School Messenger Service provides verbal communications to parents in English and in Spanish. School Messenger automatically is aligned to ATS data where the indication is noted that Spanish is the primary language spoken in the home. The Spanish version of the English message is automatically sent to those students' homes identified in ATS where Spanish is the primary language. The School Messenger has a feature that automatically translates written English messages into Spanish written messages. Our Parent Coordinator, Glenda Melendez provides translation when communication is required in writing. Written communications that are backpacked to students to take home are front English back Spanish. In addition, when incoming calls are made into the Gateway School, our office manager/secretary, Ms. Vasquez provides Spanish translation.

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

#### Part A: School Information

Name of School: The Gateway School of...

DBN: 08X295

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 41

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 4

# of certified ESL/Bilingual teachers: 2

# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

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

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

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

## Part C: Professional Development

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

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

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

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

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

**Part C: Professional Development**

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

**Part D: Parental Engagement Activities**

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

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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