

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name: JAMAICA GATEWAY TO THE SCIENCES**

**DBN (i.e. 01M001): 28Q350**

**Principal: CAREN BIRCHWOOD-TAYLOR**

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

**Superintendent: JUAN MENDEZ**

**Network Leader: KATHY PELLER**

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
CAREN BIRCHWOOD-TAYLOR	*Principal or Designee	
MICHAEL PIZZO	*UFT Chapter Leader or Designee	
SHAWANA AWAIS	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
MICHELLE ASIM LARAIB TARIQ SHAKEISHA FEATHERSTONE	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
GINA LELLA	Member/ TEACHER	
AILEEN APAT	Member/ TEACHER	
ANNETTE RAMLOCHAN	Member/ PARENT	
JULIETTE GRAHAM	Member/ PARENT	
ALTHEA JACKSON	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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.

The Algebra Regents passing rate will increase from its present June 2014 rate of 55% to 65% by August 2015.

### 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.

The June 2014 Regents item analysis indicated that 97% of students passed the ELA and 94% passed the US History exam (ATS). However, only 55% passed the Algebra exam. Since Algebra is the first math Regents exam for most students, and given that the curriculum is now fully Common Core-aligned and is usually a gate-keeper for graduation, the school will focus this year on improving the passing rate of the Algebra Regents from 55% to 65%.

### 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. Math coach hired to work with math department on further development of the Common Core State Standards (CCSS) Curriculum and to implement effective strategies. Curriculum developed using CCSS EngageNY modules along with Houghton Mifflin Harcourt Big Ideas Curriculum.
2. Teachers observe classes of their colleagues and implement effective strategies.
3. Teachers develop teaching strategies with colleagues and with AIS teachers during Common Planning Time (Teacher Schedule). For example, using manipulatives in instruction, drawing or visuals to represent word problem.
4. Teacher tutoring and Regents prep classes- before and after school, lunch time and on Saturdays.
5. Principal and assistant principal meet with teachers each marking period to discuss their scholarship report (HSST) and action plan developed to improve student performance. Teachers also meet with administration after observations to discuss lesson observed and to create next steps in improving instruction.
6. Students are assisted in classroom by their peers and by senior students who have met all their Regents requirements (TA-teaching assistants). Peer-tutoring is also offered after school or at lunch time by ARISTA National Honor Society students.

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

1. Math coach, math teachers, principal
2. Math teachers
3. Math teachers, special education teachers, ESL teacher
4. Math teachers, Assistant Principal
5. Principal, Assistant Principal, math teachers
6. Senior students, National Honor Society Peer Tutors, Guidance Counselor

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

1. Weekly feedback from math coach
2. Intervisitation reports and observation reports
3. Lesson plans and observation reports from each observation of math teachers
4. Report cards and tutoring/ Regents prep logs; guidance counselor and teachers' trackers of student progress each marking period
5. Scholarship reports and action plans each marking period; observation reports
6. Report cards and tracker of tutees' progress

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

1. Start October 2014 and end May 2015
2. November 2014-June 2015
3. September 2014-June 2015
4. September 2014-June 2015

5. October 2014-June 2015
6. October 2014-June 2015

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

1. F-status Math coach, HMH Big Ideas Math Curriculum and related resources
2. Principal, assistant principal, teachers, Intervisitation Report template
3. Math teachers, special education teachers, calculators, ESL teacher, math manipulatives
4. Math teachers, assistant principal, per session for teachers and assistant principal, calculators, manipulatives
5. Principal, assistant principal, math coach, math teachers, new teacher mentor
6. ARISTA Peer Tutors, Guidance Counselor, student schedules

**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).

Parents are informed of child's progress and supports offered in Algebra to help their child through individual conferences with teacher, Guidance Counselor, social worker, administrator, parent coordinator along with general information provided through various media including school's website, letters to parents (mailed and hand-delivered), and automated phone message. Letters from principal provided in 5 languages: English, Bengali, Haitian-Creole, Spanish, Urdu. Translators used for parent meetings and workshops via telephone or in person.

**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>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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.

97% of teachers will engage in collaborative data analysis to monitor students' progress and make effective instructional adjustments based on the data collected to ensure a 3% increase in Regents passing rate in all core subjects.

### **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.

Last year, teacher teams increased the use of data analysis using Regents Item Analysis, DEAR (Drop Everything and Read) analysis, and PBA (Problem-based assessments) results to determine the instructional focus. However, though teacher teams were meeting in Inquiry Group, and some subject teachers consistently met in CPT (Common Planning Time), only the ELA group, assisted by educational consultant Pat Synan, had an effective and consistent system for designing instruction to meet the identified needs of students. Consequently, ELA Regents passing rate was 97% (HSST data) and students made significant progress in the Spring MOSL as compared to the Fall's. The strategies leading to the success of the ELA department need to be replicated in all departments throughout the school.

### **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. During chancellor's PD day, teachers are trained by educational consultant on how to look at student work and how to strategize next steps to address areas of needs. Teachers will work collaboratively in subject team departments every week to look at students' work. Teachers will be using a common protocol, ATLAS protocol or a modified version, to devise an action plan as next steps to guide instruction.
2. Teachers will use work from various subgroup populations, ELL/SWD and low performing, during CPT for data analysis. Instructional strategies will be designed to address different learning styles.
3. Teachers will monitor students' learning and use scholarship results at the end of each marking period to evaluate the previous marking period's action plan and to create a new action plan to improve student performance.

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

1. Pat Synan and Administrators are responsible for overseeing. Teachers will be implementing the strategies.
2. Teachers, coaches, mentors, administrators.
3. HSST Data Analysis, guidance counselors, teachers, action plan template, administrators

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

1. Minutes of LASW activity
2. Observation reports and student trackers
3. Teachers' scholarship reports each marking period and resulting action plan from each teacher.

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

1. November 2014-June 2015
2. November 2014-June 2015
3. Every marking period from October 2014-June 2015

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

1. Professional development designed to introduce LASW protocol
2. Schedule CPT for each department subject group.
3. Administrators create common action plan template

### **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).

Title 1 Parent Workshops focusing on resources to assist students.

Teachers will maintain continuous contact with parents by e-mail, letters, ENGRADE, E-chalk or phone to inform each parent of their child's academic performance. Also, parents will be invited to PTA/PTC to hear be informed of supports that are provided by the school to increase learning. In person and phone translators will be used for non-English speaking parents.

***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>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</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 August 2014, 90% of our Seniors will graduate with a NYS Regents Diploma

#### **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.

Last year our 4-year graduation rate dropped to 82% of the cohort. An examination of the present seniors transcript data from HSST indicate that 16% of our seniors are not on track for graduating this school year.

#### **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. After school extracurricular and academic support including Regents prep, tutoring, SAT prep, make-up sessions and online instruction to complete credits required for graduation
2. Establish JGS College Office that offers Academic and College counseling including individual college advisement from NYUCAC (New York University College Advising Corps), college trips and visits
3. Transcript assembly for seniors and individual graduation meetings for seniors at greatest risk of not graduating
4. Financial Aid workshops 3x provided to families

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

1. Teachers, guidance counselors, social worker, administrators, NYUCAC intern
2. Guidance counselors, NYUCAC intern, teachers, college admissions personnel, support staff, Gateway Institute for Pre-College Education; Computer technologist for hardware and software needs
3. Principal, Assistant principal, guidance counselors, social worker, attendance teacher, teachers
4. College Admissions Personnel from Berkeley College and NYIT, Guidance Counselors, parent coordinator

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

1. Scholarship report each marking period, HSST student graduation tracker, attendance data, log of attendees at Regents prep and tutoring
2. .NYUCAC online tracker system including log of college trips and visits. Increase in number of students applying for colleges and scholarships.
3. Increase in school attendance for at risk students, increase in attendance at Regents prep and tutoring sessions
4. Increase in number of families aware of financial aid process and increase in number accessing FAFSA without difficulty

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

1. September 2014- June 2015.
2. September 2014- June 2015
3. September 2014- June 2015
4. October, December, 2014 and January 2015

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

1. TLFSF and Title 1 for guidance counselors and social worker salary, college trips, SAT Prep materials. SIG/ARRA GRANT and TLFSF will fund per session for teachers providing after-school academic support including Regents Preparation, SAT classes. TLFSF for Per session for guidance counselors providing after-school meetings with families of seniors, chaperoning college trips, and providing workshops on financial aid and the college application process. SIG/ARRA funds for Educational Consultants to support curriculum and instruction for teachers to improve student academic outcomes. TLFSF to fund F-Status mentor for instructional support of new teachers and to provide professional development to all teachers. TLFSF and TL Deferred Program Planning for Educational Software (e.g. Plato) to use for test preparation, and make-up work.
2. TLFSF for NYUCAC intern; Desk-top computer stations and laptops for student use
3. TLFSF for automated School Messenger System. Social worker, attendance teacher
4. TLFSF for per session for guidance counselors.

#### **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).

- 5. Financial Aid workshops at PTA and other scheduled times; includes individualized sessions
- 6. Graduation requirements workshop
- 7. Provide parents with information and schedule of supports offered by the school via website, guidance counselors, individual outreach, social worker, parent coordinator and principal's letter distributed in 5 languages
- 8. Title 111 for in person and live telephone-accessed translators

***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>x</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.

Step funds from The Gateway Institute for Pre-College Education

## Goal and Action Plan #4

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

### Annual Goal #4

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

*By June 2014, 80% of students will report that most students respect other students and staff, as measured by the NYC School Survey*

### 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.

Our lowest score on the School Survey is related to safety and respect. On last year's (2013-14) School Survey, only about 61% of students reported that most students treat one another and adults with respect.

### 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. All teachers trained in classroom management strategies and all staff frequently monitors the hallways.
2. Various assemblies for all students and push-in classroom presentations on BULLYING and RESPECT FOR ALL including NYPD presentations to classes on bullying
3. Guidance staff attends professional development sessions including topics on Respect for All, bullying awareness training, suicide prevention, Life Space Crisis Intervention, cyber bullying and bullying presentation provided by NYPD, other PDs.)
4. Principal's Roundtable involving a focus group of diverse students to support student voice.
5. Activities to foster a sense of community (Spirit Week, Pep rally, Food Drive, Blood Drive, Basketball tournament including teachers vs students game, Band Concerts; a variety of clubs and teams (medical club, book club, Model UN, Law Team.)

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

1. Teachers, Guidance Counselor, social worker, administrators, RAMAPO consultants and DEAN.
2. Guidance Counselors and social worker, NYPD, administrators
3. Guidance counselors, social worker, and parent coordinator
4. Principal, students, guidance counselors, special education teachers; mid-year survey
5. Students, teachers, coaches, principal, parent coordinator, parents, club advisors

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

1. Monitored by classroom observations and visual observations of the number of students in the hallway during instructional period.
2. Frequency of negative incidents reported will decrease throughout the year
3. Observation of guidance performance by administrators
4. Measure of positive feedback from students and responses to mid-year survey
5. Increase in number of students participating in extra-curricular activities

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – May 2015
5. September 2014 – June 2015

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

1. SIG/ARRA Grant for Dean. SIG/ARRA for classroom management training for all teachers and TLFSF for advanced training of selected teachers by Ramapo for Children.
2. Outreach to outside personnel. Reservation of auditorium for presentations using google calendar.
3. Reorganization of staff when personnel out of the building for training
4. Teachers select students for focus group. TLFSF used to purchase materials and refreshments provided. Guidance counselor creates mid-year school survey.
5. Announcements, posters, and assemblies used to advertise extra-curricular activities and the related accomplishments.

### 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).

A social worker and guidance counselors used to meet with families of students experiencing behavioral challenges. The guidance counselors and social worker provide parent workshops on Bullying, Drug Abuse, Gang Activity, and Managing Challenging Teens.  
 Parental Involvement to engage parents within the school community (Parent evenings, PTA, Open door policy for parents to meet with guidance staff).  
 Parent evenings – Curriculum Night, Open House, Accommodating evening appointments.  
 Communication to parents via School website, EngradePro, parent coordinator newsletters, principal’s letter

***Budget and Resource Alignment***

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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.

### **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.

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

1.

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

1.

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

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<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>	DEAR program- independent reading and writing for at least 20 minutes ACHIEVE 3000- online literacy program targeted at Lexile level of individual ICT/SETSS-co-teaching in four main subject areas at each grade level, resource room support with special education teacher Tutoring with subject teacher Skillbuilders Club- focused on developing basic skills in subject area for example vocabulary, making inferences, predicting outcomes	School-wide, individual, small group, tutoring, small group	Once a week during the day; after-school and at home, everyday during the day and afterschool; every day before and after school and during lunchtime; 2x per week
<b>Mathematics</b>	DEAR program, ICT/SETSS, tutoring, Skillbuilders Club	School-wide, individual, small group, tutoring, small group	Once a week during the day, everyday
<b>Science</b>	DEAR program, ICT/SETSS, tutoring	School-wide	Once a week during the day, everyday
<b>Social Studies</b>	DEAR program, ICT/SETSS, tutoring	School-wide	Once a week during the day, everyday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling, Speech, Evaluation, Mediation, Outside Referrals to city agencies and services	Small group and individual	During the school day and after-school

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

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

**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).  
Educational consultants and math coach provide push-in instructional support for teachers, including instructional feedback and strategies for improvement based on DANIELSON FRAMEWORK rubric. Teachers attend network and DOE sponsored CCSS workshops and lab-site visits. Ramapo for children provide push-in classroom management coaching for selected teachers. Administrators attend ADVANCE training on new teacher evaluation system using DANIELSON FRAMEWORK rubric; network sponsored meetings, DATA SPECIALIST. Push-in teacher effectiveness coaching for administrators. Teachers meet in subject groups at least three times a week for academic collaboration.

**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.).  
Funds for student in temporary housing used to purchase instructional supplies for students.

**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 meet in subject groups to decide the assessment to be used as a baseline to show student performance in the fall. Teachers grade assessments in subject groups and analyze the results to identify deficiencies. Instructional strategies are devised to support improvement in student performance.  
Teachers trained by educational consultant in protocols of looking at student work (LASW). Teachers meet weekly to implement common protocol and evaluate effectiveness of action plans.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$175,439.88	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,837,728.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>350</b>
School Name <b>Jamaica Gateway to the Sciences</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Caren Birchwood-Taylor</b>	Assistant Principal <b>Satanya Mc Laughlin</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Caroline Jukich</b>	Guidance Counselor <b>Leydy Mercedes</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Shawana Awais</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</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>1</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>397</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>6.55%</b>
--	------------	----------------------	-----------	---	--------------

# 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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out										1	1	1	0	3
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	0	3

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	4
SIFE	3	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	15	1		5	1		6	1	4	26

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	15	1	0	5	1	0	6	1	4	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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	
	ELL	EP	ELL	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	
<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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	2	2		6
Chinese														0
Russian														0
Bengali										4	3	2		9
Urdu											1	2		3
Arabic											1			1
Haitian											2			2
French											1			1
Korean														0
Punjabi											1			1
Polish														0
Albanian														0
Other										1	2			3
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>26</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)									3	4	3			10
Advanced (A)									5	7	4			16
Total	<b>0</b>	<b>8</b>	<b>11</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>26</b>							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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	6	1	0	0	7
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	1		4		2				7
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	1		6						7

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra	2		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	12		2	
Physics				
Global History and Geography	4		1	
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:**

- 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.  
As we are a high school, we do not assess the early literacy skills of ELLs. However, we do assess literacy skills through the NYSESLAT or LAB-R as well as through the reading diagnostic provided by the Achieve3000 literacy program. The data reveals that ELLs are reading below grade level. This data has helped inform our school's instructional plan in the following ways: (1) explicit literacy

instruction across the curriculum, (2) increased support for literacy through the creation of afterschool programs that have literacy as their focus, and (3) the implementation of the Drop Everything and Read (D.E.A.R.) program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The NYC DOE made only students' overall NYSESLAT proficiency results available for the 2013 exam. Although raw scores for modalities were made available, scaled scores were not. As we did not have access to students' proficiency level by modality, our ability to perform data analysis was minimized. Patterns suggest that students have a higher level of proficiency in listening/speaking than reading/writing. LAB-R patterns suggest that students have a higher level of proficiency in listening/speaking than reading/writing.
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](#))

Patterns across NYSESLAT modalities affect instructional decisions. We have already provided increased support for literacy in classrooms as well as in academic intervention services.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We currently have only freestanding ESL.

a. Patterns across proficiencies and grades reveal that all students need continued support for the development of literacy skills. The data shows that the most support is needed in grade nine, particularly with the intermediate students. These students are more than two grade levels below their peers in reading and writing. As we currently offer only freestanding ESL, ELLs do not take tests in their native language. The only native language testing materials ELLs have used are native language Regents test booklets. As such, we do not have enough data to make a comparison.

b. School leadership and ESL teachers evaluate the results of the ELL Periodic Assessments by performing an item analysis to determine deficiencies in skills. These skills are targeted by the ESL teacher during instruction. Skills that cross content areas are targeted for emphasis in schoolwide instruction.

c. From the Periodic Assessments, the school is learning that ELLs need continued support in literacy as well as test taking skills. The Periodic Assessments have helped to target students for increased intervention. Native language is used as a resource in the ESL classroom. Students are encouraged to use their native language to negotiate meaning. For example, students use bilingual dictionaries and supplemental resources in their native languages when available. Students sometimes speak in their native language to ask peers for clarification or assistance.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students are encouraged to read in their native languages, to use their native languages to share instructional materials with their family members, and to consult reference materials in their native language. Students whose native language is Spanish are offered Spanish as a foreign language (LOTE) for native language development and support.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our program is evaluated on an ongoing basis by the ESL teacher, the administration, and the inquiry team. The efficacy of the program is evaluated by conducting classroom visits, looking at scholarship data, and examining test scores from Regents exams, the NYSESLAT, and the ELL Periodic Assessment. Data shows that 72% of all ELLs passed all of their core subjects for the 2012-13 school year by the end of August 2013.

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](#).)  
Jamaica Gateway to the Sciences takes the following steps for the initial identification of students who may possibly be ELLs. All parents of new public school enrollees are required to complete the Home Language Identification Survey (HLIS). The school secretary notifies the certified ESL teacher of new public school enrollees. The ESL teacher then makes an appointment with parents to complete the HLIS and conducts the informal oral interview in English. If necessary, translators are used to contact the informal oral interview in the native language. Once potential ELLs are identified, the ESL teacher administers the LAB-R test within ten days of enrollment and makes the formal initial assessment. If the home language is Spanish, the ESL teacher and Spanish teacher administer the Spanish LAB to assess proficiency in Spanish. The ESL teacher administers the NYSESLAT to ELLs in the spring. Based on NYSESLAT scores, the ESL teacher notifies each parent of their child's continued entitlement or non-entitlement/transition to ELL services.
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.  
It is very important that parent choice is explained and honored. To ensure this, our school takes the following steps. Once ELLs are identified, the ESL teacher first sends home an entitlement letter and makes an appointment for an orientation for parents of newly enrolled ELLs. The ESL teacher also calls home, with a translator if necessary, to confirm the appointment for the orientation. When the parent arrives for the orientation, the ESL teacher shows parents the orientation video, answers questions about the different ELL programs, and informs parents of the ELL program available at Jamaica Gateway to the Sciences. At the end of the orientation, the ESL teacher helps parents complete the Parent Survey and Program Selection form which indicates which program they would like their child to be in for the academic year. Materials used during the orientation are made available in the home language, and assistance from a translator is used, if necessary. ELLs are placed in the parent's program of choice within 10 days of enrollment.
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 [\[see tool kit\]](#).)  
Our school uses the HLIS and the RLER report in ATS to determine which students are eligible to take the LAB-R. Following LAB-R testing, the ESL teacher drafts the entitlement letters for all newly entitled ELLs. The entitlement letters are sent home with the student. In addition to sending home the entitlement letter, which includes the date and time for the parent orientation, the ESL teacher calls the home to confirm the appointment. This is done in an effort to ensure that students return the Parent Survey and Program Selection form at the parent orientation. These letters are collected, parent choice is honored, and the letter/Parent Survey and Program Selection form are placed in the student's file. Letters of continued entitlement or non-entitlement are drafted by the ESL teacher each fall. These letters are sent home to students. The RLER report in ATS is used to check NYSESLAT scores in order to determine entitlement.
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.  
Students identified as ELLs are placed into our freestanding ESL instructional program according to their proficiency level, which is determined by the NYSESLAT or LAB-R. Our freestanding ESL instructional program delivers the number of instructional minutes mandated by CR Part 154. Beginning students receive 540 instructional minutes per week, intermediate students receive 360 minutes, and advanced students receive 180 minutes. Once a student is identified as an ELL, parents are informed of their child's eligibility for ELLs services. Parents are sent the Entitlement letter inviting them to choose the program in which they would like their child enrolled during a parent orientation session. At the orientation, parents bring the Parent Survey and Program Selection Form and meet with the ESL Coordinator to learn about the different ELL programs available. Materials, if available in the home language, and an interpreter are offered to parents. Parent choice and program availability determines program placement within ten days of enrollment. Following the parent orientation, the ELPC screen in ATS is updated to reflect parent choice. A placement letter is sent home with the student. Communication with parents takes place in the home language or as specified on the HLIS and Parents' Preferred Language Form.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The RLER report in ATS is used to determine which students are eligible to take the NYSESLAT. The NYSESLAT is administered

annually to all ELLs. When the testing window is announced, students are made aware of the testing days as well as the purpose of the exam. Students are provided with practice questions to orient them to the exam. Letters are sent home in English and the home language to inform parents about the upcoming exam. All members of the school staff qualified to administer the NYSESLAT, oversee the administration of the NYSESLAT, or score any part of the NYSESLAT are provided with a copy of the NYSESLAT School Administrator's Manual to read prior to the testing window. The reading, writing, speaking, and listening modalities are administered on a different days. The speaking subtest is individually administered by the student's teacher while a disinterested teacher in the room listens to and simultaneously scores the student's responses. All other subtests of the NYSESLAT are group administered in the ESL classroom by certified ESL teachers, Ms. Jukich and Ms. Mendoza. Any student who misses any section of the NYSESLAT is scheduled for a make-up session. After each student is tested, qualified staff members form a committee to score the writing subtest. Following the scoring of the writing subtest, testing materials are prepared for shipment to Questar for scoring.

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. *①*
- The trend in program choice has been Freestanding ESL. In the past two years, 100% of parents of newly enrolled ELLs have chosen Freestanding ESL as their first choice on the Parent Survey ad Program Selection. Therefore, program models are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Jamaica Gateway to the Sciences currently has a free-standing pull-out model of ESL.

b. Students are programmed by proficiency level into ungraded ESL classes.

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)?

All ELLs receive the mandated number of instructional minutes according to proficiency level as per CR Part 154. The ESL teacher works with the staff member in charge of programming to ensure that students are programmed to receive the mandated instructional minutes.

a. Beginning ELLs receive 540 minutes of ESL instruction per week, Intermediate ELLs receive 360 minutes of ESL instruction per week, and Advanced ELLs receive 180 minutes of ESL instruction per week. Additionally, Advanced students receive 180 minutes of ELA instruction per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The content areas in ESL instruction are delivered in English with native language support. The ESL teacher works collaboratively with content area teachers to ensure that ESL methodology and ESL instructional strategies are used to make language accessible and content comprehensible through a sheltered English model. Examples of ESL methodologies and strategies used include cooperative learning, hands-on learning, TPR, use of visuals, text-rich classrooms, modified texts and materials, native language materials and references when appropriate, differentiation based on language proficiency, and alternative assessment. Additionally, it is our goal for ELLs to have the opportunity to use speaking, listening, reading, and writing during each content area and ESL instructional period in order to 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?

ELLs are not evaluated in their native languages throughout the year. Only newly enrolled ELLs whose home language is Spanish are evaluated in their native language using the Spanish LAB-R.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to classroom assessment, ELLs take the ELL Periodic Assessment 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).

Jamaica Gateway to the Sciences differentiates instruction for ELL subgroups.

a. Our instruction plan for SIFE is as follows. After completing the SIFE Oral Interview Questionnaire, the Academic Language and Literacy Diagnostic (ALLD) will be administered to students who report an interruption of more than two years in their formal education. Students with a home language other than English or Spanish will instead provide a brief writing sample and complete a reading comprehension passage in their native language, which will be evaluated by the NYC DOE Translation unit. Following diagnostic assessment, interventions for SIFES would include literacy development, extended day, guidance, and the use of modified texts and materials to make content classes comprehensible.

b. ELLs in U.S. schools less than 3 years are given special attention in the ESL classroom. The buddy system is used, and newcomers are paired with Advanced ELLs who preferably speak the same home language. Additionally, each content area teacher receives extra support in delivering instruction to newcomers as well as regular verbal and written check-ins by the ESL teacher to monitor the progress of these students. Achieve3000, peer tutoring, teacher-led tutoring, and the extended day program are all used to help newcomers progress.

c. ELLs receiving services for 4 to 6 years are supported and challenged in their ESL and content area classes. These students participate in peer tutoring, teacher-led tutoring, and the extended day program. Instruction for these students is similar to instruction for their peers who are on grade level, but is differentiated according to language proficiency with extra emphasis on grammar, word work, and reading instruction. Achieve3000 is also used with these students.

d. Long-term ELLs receive instruction similar to that of their peers who are on grade level, but there is extra emphasis on reading

and writing. The rationale for this is that these students, as per the NYSESLAT, are already proficient in speaking and listening. Long-term ELLs also participate in peer-tutoring, teacher-led tutoring, and the extended day program. Achieve3000 is also used with these students. Additionally, tutoring for Regents exams is emphasized for this subgroup.

e. Former ELLs receive academic support through academic tutoring or informal services. Also, ELLs get testing accommodations on NYS assessments for up to 2 years after testing at the proficient level on the NYSESLAT.

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?

All ELL-SWDs travel together with a certified Special Education teacher who is their Collaborative Team Teacher (CTT) for each content area. ELL-SWDs use the same materials as other students on their grade-level. The Special Education teacher works with both the ESL teacher and the content area teacher to ensure that ELL and Special Education instructional strategies are used in each content area. To accelerate English language learning, teachers of ELL-SWDs structure their instructional program and course offerings to meet the specific needs of their students, modify materials, provide opportunities for teachers to share and discuss individual student performance, and add time to their regular school day to ensure that ELL-SWDs receive the supports they need.

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?

In order to provide the least restrictive environment, all ELL-SWDs are part of a CTT class that includes mainstream students. Our school uses flexible scheduling so that students have access to the full continuum of services offered by our school and to allow the opportunity for students to spend maximum time with non-disabled peers. To ensure this, the ESL teacher, Special Education teachers and guidance counselor work together. We also have a SETTS environment where students receive services to assist in helping them obtain grade-level standards.

**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:	0		
Social Studies:	0		
Math:	0		
Science:	0		

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week

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

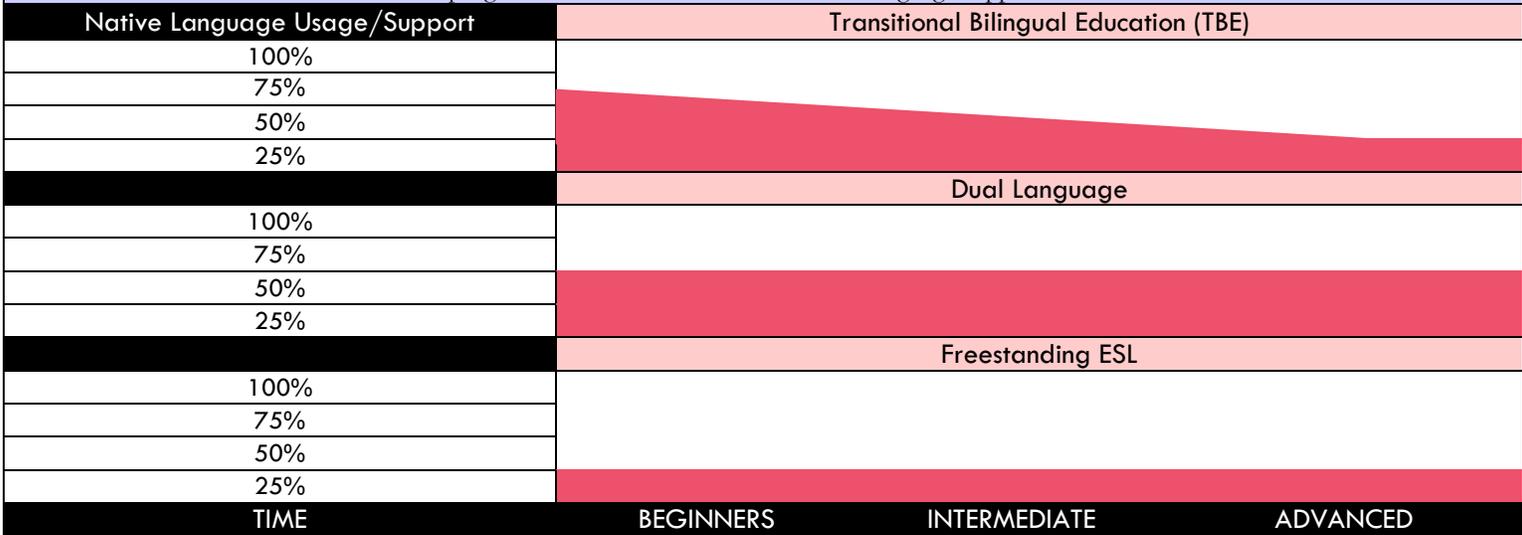
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Jamaica Gateway to the Sciences targets every subgroup to receive interventions delivered in English for ELA, math, social studies, and science. Interventions include peer tutoring and teacher-led tutoring for all content areas. The extended day program focuses on science instruction one day per week, math instruction one day per week, and ELA instruction two days per week. Additionally, all ELLs are encouraged to attend tutoring for specific Regents exams depending on their grade level. Achieve3000 is used as a literacy intervention for all subgroups. Achieve3000 is used in English with native language support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Assessment of our current program through Regents exams, the NYSESLAT, and ELL Periodic Assessments reveal that our program is effective. ELLs need continued support in both content and language development, particularly with their reading and writing skills.
11. What new programs or improvements will be considered for the upcoming school year?
- All ELLs are invited to attend our Extended Day program for additional academic support. For the upcoming school year, we are offering extended days on Mondays through Thursdays for increased literacy support. Additionally, we have added more Regents preparation classes that start earlier in the school year.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Jamaica Gateway to the Sciences has a number of after school programs and supplemental services such as clubs, athletics, the extended day program, peer tutoring, teacher-led tutoring, and Regents preparation. Like all students, ELLs are encouraged to participate.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The use of technology as an instructional support for ELLs includes SMART Boards, student laptops, and the Achieve3000 program. Other instructional materials include textbooks, workbooks, worksheets, and reference materials. The ESL teacher collaborates with content area teachers to supplement and modify materials in order to support all levels of proficiency. Bilingual reference materials such as bilingual dictionaries and glossaries are purchased in students' home languages as needed.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Members of the Jamaica Gateway to the Sciences school community regard ELLs' home languages as a resource. Native language support is delivered by peers through collaborative learning. ELLs are allowed to first write in their native language for some assignments and then translate their writing into English. ELLs have access to bilingual reference materials such as bilingual dictionaries and glossaries. We are currently growing our native language library which features bilingual texts and literature in students' native languages.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students are placed in age-appropriate classes in which they use rigorous, grade appropriate resources. ESL classes are ungraded, but students use resources differentiated by grade-level appropriateness and proficiency level.
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.
- Newly enrolled ELL students are invited to attend our summer bridging program, SPELL Academy. The SPELL Academy is designed to help students transition from middle school to high school both academically and socially. This spirited and high energy academic acceleration and enrichment program exposes students to the academic rigor they should anticipate as freshmen and provide opportunities for them to gain the skills and confidence to excel in school and achieve college and career goals, opening doors of opportunity. Along with improving academic skills, students become familiar with the high school building, make friendships with their peers and build relationships with teachers from their new high school that will aid them in their freshman year and beyond.
- The goals of the program are to:
- Assist rising ninth graders with their transition from middle school to the academically challenging high school environment through a variety of enrichment, social, and orientation activities that are designed to give students a head start towards a successful high school experience.
  - Introduce students to key high school faculty who will be teaching in the Freshman Institute or working with freshmen during the

school year.

- Expose students to and engage them in a preview of the 9th grade curriculum for English and Math, using hands-on activities that will culminate into a project-based learning experience.
- Provide students with an opportunity to begin building community with other students.
- Acclimate students to the notion that college and career planning begins as soon as they enter ninth grade by having them set goals, complete a career interest inventory, and participate in a field trip to a local college or university.
- Help students discover how they learn best by exposing them to a research-based learning styles inventory.

Students who attend SPELL Academy participate in a project-based learning experience that is designed to engage students in issues related to their environment, improve their skills in problem solving, the use of data, and persuasive writing, while preparing them for the rigors of high school.

New ELLs who enroll during the school year are encouraged to attend academic support programs and to join afterschool programs and clubs in order to grow academically and socially.

18. What language electives are offered to ELLs?

Literacy class is offered as additional support for ELA. Spanish as a foreign language (LOTE) is offered to ELLs for native language support.

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)?

N/A

### 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. Jamaica Gateway to the Sciences' professional development for ELL personnel is as follows. ELL topics and issues are discussed during our monthly faculty meetings, our weekly inquiry meetings, and our staff development days. All ELL personnel are instructed on the principles of Accelerating Academic Language Development (AALD). The ESL teacher supports content teachers by teaching them ESL methodologies and ESL instructional strategies to use during content instruction. The ESL teacher provides this support during meetings and common planning times.

2. The ESL teacher runs PDs on supporting ELLs in meeting the CCLS. The ESL teacher receives PD in the form of those sessions offered by the NYC DOE, sessions offered by outside organizations, webinars, and by reading about research concerning ELLs and the CCLS.

3. Jamaica Gateway to the Sciences provides staff with support to assist ELLs as they transition from middle to high school. All incoming ELLs are invited to attend SPELL Academy, which was described above. The staff is encouraged to establish a buddy system for ELLs in their content classes. All students meet with the guidance counselor at least once, and then on an as-needed basis. Students are encouraged to join clubs and after-school activities in order to interact with peers and explore academic interests.

4. In order to be in compliance with the Jose P. requirements, all staff will receive 7.5 hours of ELL professional development (10 hours for special education teachers) from the ESL teacher. The ESL teacher meets with content teachers during common planning to discuss and implement strategies to support the instruction of ELLs. The ESL teacher also delivers PD on ELL topics during staff development days. Resources from the LAP Toolkit as well as research on best practices are made available to all staff. PD records, such as agendas, materials, and minutes, are maintained by the administration.

## 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. Parental involvement is important to our school community. Jamaica Gateway to the Sciences has an active PTA that meets on either the second or third Wednesday of the month from 6:00p.m. to 7:00p.m. All members of the staff are responsible for parent outreach and communication with families about school programs, important school decisions, and student progress and needs. Jamaica Gateway to the Sciences maintains a website with information for parents. Website content can be translated into 52 different languages. Jamaica Gateway to the Sciences supports oral interpretation, written translation, and dissemination of information materials in the family's preferred language. Preferred language is identified by administering our school's Student Home Language Survey (SHLS). The SHLS also allows school leadership as well as the ESL teacher to identify parents who would like to volunteer as translators for fellow parents. We will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Instructional materials and snacks will be purchased to support parent activity.

2. We do not currently partner with other agencies or Community Based Organizations, but we are open to building these types of relationships.

3. The needs of parents are evaluated through parent outreach, parent meetings with administrations and teachers, PTA, SLT, parent orientations, parent workshops and other communications with parents such as email and phone calls. With regard to language, the need for interpretation and translation services is established by the Parents' Preferred Language form.

4. Parental involvement activities supported by Jamaica Gateway to the Sciences address the needs of parents because they are created in direct response to parent surveys and communication. For example, we have three parent workshops per school year specifically for the parents of ELLs because parents of ELLs communicated a desire to learn how to increase academic support at home.

## 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.

## Part VI: LAP Assurances

**School Name: Jamaica Gateway to the Science**

**School DBN: 28Q350**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caren Birchwood-Taylor	Principal		11/15/13
Satanya Mc Laughlin	Assistant Principal		11/15/13
	Parent Coordinator		
Caroline Jukich	ESL Teacher		11/15/13
	Parent		
Mahitot Arnold/Special Ed.	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
Leydy Mercedes	Guidance Counselor		11/15/13
	Network Leader		
	Other _____		

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

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

DBN: 28Q350 School Name: Jamaica Gateway to the Sciences

Cluster: 1 Network: 112

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

### **Part A: Needs Assessment Findings**

---

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

Jamaica Gateway to the Sciences uses a variety of data and methodologies to assess our school's written translation and oral translation needs. Enrollees who are new to public school must have a parent/guardian fill out the Parents' Preferred Language Form and the Home Language Identification Survey (HLIS). Data from part 3 of the HLIS is used to establish parents' preferred language for written communication and oral communication from the school. For our 25 current ELLs, the school secretary uses the RHLA code in ATS to establish home language for written and oral communication. Additionally, our school administers a Student Home Language Survey, created in-house, to all students. The survey asks for information about home language, preferred language for written communication, and preferred language for oral communication. This survey also asks if parents/guardians are willing to volunteer as translators for their fellow parents.

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

Responses to the Student Home Language Survey indicate that 86% of families in our school community use English as their home language. The breakdown of remaining home languages is as follows: 4% Bengali, 4% Spanish, 1.8% Punjabi, and 1.3% Urdu. Other home languages spoken by at least one family in our school community are Tagalog, Mandarin and Hindi. The findings were included in a weekly report presented to the school community by the school leadership.

## Part B: Strategies and Activities

---

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

Jamaica Gateway to the Sciences ensures timely provision of translated documents by having in place a variety of services to provide written translation to families in our school community. The DOE Translation Unit is used to translate written documents that contain critical information for parents about their child's education. Our school also makes use of the extensive amount of previously translated documents provided on the NYC DOE website. Also, the school secretary utilizes a web-based translation system to generate letters and documents specific to our school. Additionally, school staff and parent volunteers are used for translation whenever feasible.

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.

Jamaica Gateway to the Sciences uses a variety of services to provide oral interpretation services to families in our school community. The DOE Translation Unit is used on an as-needed basis for on-site or over-the-phone oral interpretation services at events such as parent teacher conferences and parent meetings. School staff and parent volunteers are utilized as interpreters whenever feasible.

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>.

To fulfill Section VII of Chancellor's Regulations A-663, parents are provided with written notification of their rights regarding translation and interpretation services. Translated versions of the Parent Bill of Rights are made available in students' home languages. Additionally, signage posted in the main office indicates the availability of language services.





**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Jamaica Gateway to the Science	DBN: 28Q350
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

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:

Rationale:

There will be two Title III After School Programs.

Program #1

The focus of the Title III After School SkillBuilders Program will be on reading, writing, speaking and listening skills using ESL methodologies and techniques. This program will also help ELLs develop their academic English and improve achievement in core content areas. This program is based on the LEAD Program/Lincoln Center which allows ELL students to synthesize and conceptualize various genres of literature through specific techniques, such as developing vocabulary, increasing verbal communication and developing literary concepts. The rationale for this program is to help struggling ELL students develop their English language skills in the modality areas of listening, speaking, reading and writing in grades 9-12 with heterogenous grouping (Beginners/Newcomers, Intermediate and Advanced). The program will help students improve their academic skills in the content areas of ELA and Global Studies as well to increase their success rate of passing the Regents Exam. The data has shown that a high percentage of students are performing at the advanced level but have not tested proficient. In addition, students who took the NYSESLAT exam did not move up a level. The targeted group of students will be ELL 9th, 10th, 11th and 12th graders that have not passed the ELA and Global Regents. This program will help support those content areas and improve their passing rates for Regents and NYSESLAT Exams.

Schedule and duration

The After School Title III Skillbuilders Program will run from October 28th, 2014 to June 12th, 2015 for a total of 52 sessions times 2 teachers.

The certified ESL Teacher will be coteaching with the ELA Teacher on Tuesdays from 3pm-4pm. The ESL Teacher will be coteaching with the ELA Teacher on Thursdays from 3pm-4pm. From February 6th, 2015 to April 24, 2015 the ESL Teacher and The Teaching artist will teach the class on Tuesdays from 3PM-4PM. The certified ESL teacher will meet with the Teaching Artist to plan for lessons. After each lesson is over, the ESL Teacher and The Teaching Artist will meet for one hour (4PM-5PM not paid by Title III) to reflect on the lesson and plan for the following lesson. The ESL Teacher and Teaching Artist will incorporate language objectives into their lesson plans and develop lessons to help students increase performance on the Regents exams and NYSESLAT.

## Part B: Direct Instruction Supplemental Program Information

### Materials and Resources

Materials necessary for the Title III program will be Arabic/English Visual Dictionaries, Spanish/English, Visual Dictionaries, NYSESLAT TEST BOOKLETS, Teacher's Manual for NYSESLAT Test Booklets, Non-Fiction Texts, Fiction Texts. These dictionaries will help students develop their academic English because students will be able to understand the words in their own language, thus, increasing their comprehension of the word. NYSESLAT Test booklets will help students develop students develop their writing skills while the non-fiction and fiction texts will allow students to develop their critical thinking and critical writing in Social Study areas along with online resources.

### Program #2

The focus of the After School Title III Literacy Enrichment Program focus on ELA and Social Studies will begin on January 16th to May 22nd from 3-5PM. The ESL Teacher will be teaching this once a week, two hours a day. The focus here is to help students improve their academic English and improve achievement in Social Studies using Social Study resources and materials.

### Schedule and duration

The After School Title III Literacy Enrichment Program will begin on January 16th to May 22nd from 4-6 PM on Tuesdays for a total of 30 sessions. The ESL Teacher will be teaching this once a week (Tuesday), two hours a day. The teacher will be teaching ESL using a focus on Social Studies.

### Materials and Resources

Materials necessary for the Title III program will be Arabic/English Visual Dictionaries, Spanish/English, Visual Dictionaries, NYSESLAT TEST BOOKLETS, Teacher's Manual for NYSESLAT Test Booklets, Non-Fiction Texts, Fiction Texts. These dictionaries will help students develop their academic English because students will be able to understand the words in their own language, thus, increasing their comprehension of the word. NYSESLAT Test booklets will help students develop students develop their writing skills while the non-fiction and fiction texts will allow students to develop their critical thinking and critical writing in Social Study areas along with other online resources

## 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

### Part C: Professional Development

Begin description here:

In order to help English Language Learners develop their reading, writing, speaking and listening skills content teachers need strategies to help English Language Learners understand the material. In order to provide teachers with these strategies, Jamaica Gateway will provide a sequence of Professional Development Workshops for teachers.

Ten teachers in the following content areas will participate in the workshops: Math, Science, English, Social Studies, Health and ESL Teachers will be able to sign up for the Professional Development including the title III teachers.

The Professional Development workshops will occur one time a month for three consecutive months from 3-5PM.

The topics to be covered will be:

Strategies to help English Language Learners with content information, January 9th, 2015

Differentiating for English Language Learners within the classroom, February 6th, 2015

Strategies to help English Language Learners develop their vocabulary skills, March 13, 2015

The Professional Development will be led by the Learning English And Drama (LEAD) Program. The LEAD Project professional development fosters the collaborative relationship between the teacher and teaching artist and introduces teachers to classroom drama techniques that support students' English speaking skills. An ESL provider, Andrea Dishy will lead the professional developments for the teachers.

### 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:

Parental involvement is important to our school community. Jamaica Gateway to the Sciences will host workshops to help parents understand what skills English Language Learners will need in order to

#### **Part D: Parental Engagement Activities**

succeed. Workshops will help parents understand what the NYSESLAT exam is and how they can help prepare their child for this exam. ir child needs and how to help further their reading, writing, listening and speaking skills.

The workshops will take place on:

October 28th, 2014 6PM - 7PM NYSESLAT TESTING

Parents will learn about the NYSESLAT exam and how they can help support their child at home with strateiges to do well on the exam. This will help impact higher achievement for ELLs because students will get the support they need at home to move up levels on the NYSESLAT Exam.

February 5th, 2015 6PM - 7PM ESL STRATEGIES FOR ENGLISH REGENTS

Parents will learn about the English Regents and what are effective ESL strategies to use with their child at home to do well on the exam. This will help impact higher achievment for ELLs because parents will be able to provide academic support for students at home which will help increase the number of ELLs passing the English Regents.

March 3rd, 2015 6PM - 7PM ESL STRATEGIES TO USE AT HOME WITH YOUR CHILD

Parents will learn about effective ESL strategies that they can use at home to help develop their child's academic vocabulary. This will help impact higher achievement for ELLs because parents will be able to provide strategies to help their child in areas they are struggling in.

April 2nd, 2015 6PM - 7PM ESL STRATEGIES FOR MATH AND SCIENCE REGENTS

ESL strategies for Math and Science Regents- will help impact higher achievement for ELLs because parents will be able to provide academic support for students at home which will increase the number of ELLs passing the Math and Science Regents.

These workshops will be led by the certified ESL Teacher, certified Math Teacher, and Certified Science Teacher

Parents will be notified of these activities by sending home letters in their requested language.

Translation services will be provided at the workshops in the languages that have been requested.

#### **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 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>	_____	_____