

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q680

School Name:

QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL

Principal:

MS. JUDY A. HENRY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 28Q680
School Type: _____ Grades Served: 6-12
School Address: 160-20 Goethals Avenue, Jamaica, NY 11432
Phone Number: (718) 969-3155 Fax: (718) 969-3552
School Contact Person: _____ Email Address: _____
Principal: Ms. Judy A. Henry
UFT Chapter Leader: Ms. Ivette Ortiz
Parents' Association President: Ms. Sandra Williams
SLT Chairperson: Ms. Sandra Williams
Student Representative(s): Ms. Taylor Edwards

District Information

District: 28 Superintendent: Mr. Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307
Superintendent's Email Address: Jmendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Cluster and Network Information

Cluster Number: 536 Cluster Leader: Michelle Lee
Network Number: (718) 642-5799 Network Leader: Mr. Gerard Beirne

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judy A. Henry	*Principal or Designee	
Ivette Ortiz	*UFT Chapter Leader or Designee	
Sandra Williams	*PA/PTA President or Designated Co-President	
Shirley Black	DC 37 Representative, if applicable	
Taylor Edwards and Emily Zand Halstuch	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tyrone John	Member/Teacher	
Janusz Krzesaj	Member/Teacher	
Marcia Wilson	Member/Parent	
Bisnath John	Member/Parent	
Linda Halstuch	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

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.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ol style="list-style-type: none"> Performance trends from Regents Item Analysis data revealed how students respond to the Constructed Response questions. Qualitative data from past Regents indicate that students do not respond to all questions from the Constructed Response.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By August 2015, we will increase the number of students passing all the Science Regents Examinations by 3-5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Vocabulary Word Walls Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) Questioning Techniques with cross content question stems Planning and delivery of instruction aligned to Common Core Looking at student work using the Tuning Protocol Reading and writing task in each lesson. Use of past Regents Constructed Response questions as part of 	General Ed, Special Ed, ELLs	September 2014 – June 2015	Teachers, Students, Assistant Principals, CFN, Counselors

<p>the summary and assessment for each lesson.</p> <ul style="list-style-type: none"> • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring. • Mock Regents Exam • Monitoring students' progress, tests, unit exams, midterms and finals • Professional Development • Aligning classroom instruction with state standards • Curriculum available to parents • Peer Tutoring • Lessons with multiple entry points • Guidance Counselors will collaborate with content teachers to provide services to students in need • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and 			
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final examinations			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Mock Regents Exam, After School Tutoring Mock Exam, Item analysis and their intervention – two teachers create uniform exams

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
The funding to support parent communication will include:									
<ol style="list-style-type: none"> School OTPS to support mailing Tax Levy expended to phone messenger 									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
1. Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, we will increase the number of students sitting and passing the Social Studies Regents Examination by 2-5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Strategies/activities that encompass: <ul style="list-style-type: none"> • Vocabulary Word Walls • Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) • Questioning Techniques with cross content question stems • Planning and delivery of instruction aligned to Common Core • Looking at student work using the Tuning Protocol • Reading and writing task in each lesson. • Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson. 	General Ed, Special Ed, ELLs	September 2014 – June 2015	Teachers, Students, Assistant Principals, CFN, Counselors

<ul style="list-style-type: none"> • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring. • Mock Regents Exam • Monitoring students' progress, tests, unit exams, midterms and finals • Professional Development • Aligning classroom instruction with state standards • Curriculum available to parents • Peer Tutoring • Lessons with multiple entry points • Guidance Counselors will collaborate with content teachers to provide services to students in need • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and final examinations 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Mock Regents Exam, After School Tutoring

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

The funding to support parent communication will include:

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

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

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2015, we will increase the number of students accumulating credits in the four (4) core courses by 2-5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Strategies/activities that encompass: <ul style="list-style-type: none"> • Vocabulary Word Walls • Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) • Questioning Techniques with cross content question stems • Planning and delivery of instruction aligned to Common Core • Looking at student work using the Tuning Protocol • Reading and writing task in each lesson. • Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson. 	General Ed, Special Ed, ELLs	September 2014 – June 2015	Teachers, Students, Assistant Principals, CFN, Counselors

<ul style="list-style-type: none"> • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring. • Mock Regents Exam • Monitoring students' progress, tests, unit exams, midterms and finals • Professional Development • Aligning classroom instruction with state standards • Curriculum available to parents • Peer Tutoring • Lessons with multiple entry points • Guidance Counselors will collaborate with content teachers to provide services to students in need • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and final examinations 			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 4. Mock Regents Exam, After School Tutoring

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

The funding to support parent communication will include:

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

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

- School OTPS to support instructional supplies
- Human Resources from our PSO partner for the professional development needs
- Data Specialist and Data Inquiry Team allocation
- C4E allocation for Saturday academy per session expenses

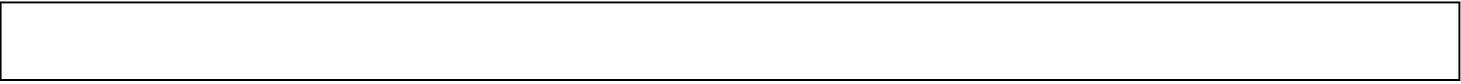
Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 16. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
12. Scholarship rate of the mathematics department
13. Item Analyses of the department data

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By August 2015, the number of students sitting and passing the Mathematics State Exam/Regents will increase by 2-5%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Strategies/activities that encompass: <ul style="list-style-type: none"> Vocabulary Word Walls Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) Questioning Techniques with cross content question stems Planning and delivery of instruction aligned to Common Core Looking at student work using the Tuning Protocol Reading and writing task in each lesson. Use of past Regents Constructed Response questions as part of 	General Ed, Special Ed, ELLs	September 2014 – June 2015	Teachers, Students, Assistant Principals, CFN, Counselors

<p>the summary and assessment for each lesson.</p> <ul style="list-style-type: none"> • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring. • Mock Regents Exam • Monitoring students' progress, tests, unit exams, midterms and finals • Professional Development • Aligning classroom instruction with state standards • Curriculum available to parents • Peer Tutoring • Lessons with multiple entry points • Guidance Counselors will collaborate with content teachers to provide services to students in need • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and 			
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final examinations			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	Title I Basic	Title IIA	Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

- The school will use the following resources to accomplish this goal:
- School OTPS to support mailing
 - Tax Levy Allocations for teachers who actively participate in PTA
 - Tax Levy expended on phone master
 - Data Specialist and Data Inquiry Team allocation

- C4E allocation for Saturday academy per session expenses
- C4E allocation for math review books

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 24. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
29. Strategies to increase parent involvement and engagement			
30. Activities that address the Capacity Framework element of Trust			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 32. Specify a timeframe for mid-point progress monitoring activities.

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Part 6b. Complete in **February 2015**.

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)				
Mathematics				
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

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2b. 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).

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Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. 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).

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Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/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:

2. 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.
3. 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.

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

4. **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).
5. **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.
6. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
7. **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.
8. **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.
9. **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:

10. **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.
11. **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.

12. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
13. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

The 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;
- 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 (SPC) Template

[School name], 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.

IV. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

V. 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;

VI. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	811	Total number of ELLs	5	ELLs as share of total student population (%)	0.62%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>							0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0

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		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			0		0				0

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	0	0	0	
Integrated Algebra	0	0	0	0	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math _____	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	0	0	0	0	
Living Environment	0	0	0	0	
Physics	0	0	0	0	
Global History and	0	0	0	0	
Geography	0	0	0	0	
US History and	0	0	0	0	
Foreign Language	0	0	0	0	
Government	0	0	0	0	
Other <u>0</u>	0	0	0	0	
Other _____	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are a secondary school with a health sciences mission. We receive reports from Elementary and other middle level schools which are taken under consideration. We use ARIS to make instructional decision based on the students' performance. This data is use by the classroom to differentiate instruction and provide support. Our school is specialized and selective about students we accept.

Although we draw mainly from the Queens area, other students are admitted.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels reveals that our ELL population is performing at the lowest level and require more instructional support.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Teachers use the data to differentiate instruction, and develop objective and goals for the individual students. The Annual Measurable Achievement Objectives are to make programming and scheduling decision to ensure that students are given the best opportunity to succeed academically. The data reveals that ELL are in great need of instructional support.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?We do not offer a native language component in our school. The results of the ELL Periodic Assessments are use to set goals and align resources to support the ELL population.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child’s second language development is considered in instructional decisions?
We do not have an free standing ELL program or a native language component. Native language is supported through Spanish Language course.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the ELLs performance in State and Local examinations.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
At our school, Queens Gateway to Health Sciences Secondary School, we take steps to identify all students who may be ELLs. When newly admitted students arrive, we administer the Home Language Identification Survey (HLIS.) As part of the HLIS, we conduct an Oral Interview using the native language of the students to help determine proficiency or lack of proficiency in English. We have pedagogues on staff who can help with the process. We have 3 teachers who are proficient in Spanish, 1 teacher who is fluent in Russian, 1 school aide is fluent in Bengaly. If a student may be eligible for ESL Services, we proceed with the formal assessment of the LAB-R. During the spring of each year, we run an ATS report to aseratin the number of students eligibile for NYSESLAT and we put an order with the state for the assessment. We test all ELLs with the NYSESLAT in the correct level by grade band. Assistant Principal Luis A. Santiago, license Bilingual teacher administers the NYSESLAT. ELLs receive 180 minutes per week of instruction by a certified teacher. ELL students with Spanish home language reported on the HLIS will be given the Spanish LAB in order to assess their native language proficiency. The Spanish LAB will be administered as new Spanish speaking ELLs who come to Q680 and who

have not previously been tested.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian, and Bengali. When needed, we contact the DOE Translation Bureau.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
As parents arrive to admit their students, we advise them and orient them about programs that are offered in New York City public schools for ELLs. Parents may choose from among available programs: Transitional Bilingual, Dual Language or Freestanding ESL. We explain that Queens Gateway does not have a free standing ELL or Bilingual programs. Parents must be aware of their choices, and presented with a video that explains their choices. The Assistant Principal, Mr. Santiago, ensures that entitlement letters are provided for eligible students and ensures that signed letters are returned. We place students by grade level in appropriate classes. Staff in our school are available to confer with parents in their native languages.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
In past years, there have been few ELLs at Queens Gateway, a specialized school with a Health Sciences theme. We are inclusive and admit ELLs as well as students with special needs who can benefit from our excellent programs. Our Language Allocation Policy provides for all students that are eligible to join our school and take advantage of our College Preparatory programs. The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian and Bengali. When needed, we contact the DOE Translation Bureau. See below for further information.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Speaking and Writing subtests are scored by a teacher who is not the student's teacher of English as a second language or English language arts. The Speaking subtest is administer and score by a teacher other than the student's teacher. For the Writing subtest, all of the student responses to the constructedresponse questions are scored by a committees of teachers. No one teacher is scores more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. No teacher who is a student's teacher of English as a second language or English language arts scores any of the constructed-response questions in that student's Writing subtest booklet.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
At our school, Queens Gateway to Health Sciences Secondary School, we take steps to identify all students who may be ELLs. When newly admitted students arrive, we administer the Home Language Identification Survey (HLIS.) As part of the HLIS, we conduct an Oral Interview using the native language of the students to help determine proficiency or lack of proficiency in English. We have pedagogues on staff who can help with the process. We have 3 teachers who are proficient in Spanish, 1 teacher who is fluent in Russian, 1 Paraprofessional who is fluent in Bengaly. If a student may be eligible for ESL Services, we proceed with the formal assessment of the LAB-R. During the spring of each year, we run an ATS report to aseratin the number of students eligibile for NYSESLAT and we put an order with the state for the assessment. We test all ELLs with the NYSESLAT in the correct level by grade band. A qualified ESL teacher administers the NYSESLAT. ELL students with Spanish home language reported on the HLIS will be given the Spanish LAB in order to assess their native language proficiency.
The Spanish LAB will be administered as new Spanish speaking ELLs who come to Q680 and who have not previously been tested. The students at Q680 are screened thoroughly by the Assistant Principal and Test Coordinator as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian and Bengali. When needed, we contact the DOE Translation Bureau.

As parents arrive to admit their students we advise them and orient them about programs that are offered in New York City public schools for ELLs. Parents may choose from among available programs: Transitional Bilingual, Dual Language or Freestanding ESL. Here at Queens Gateway, we offer ESL. Several schools in the area or citywide offer Bilingual or Dual Language programs using English and various languages. Parents must be aware of their choices. Parents are provided with video

The entitlement letters are provided for eligible students and ensures that signed letters are returned. We place students by grade

level in appropriate classes. Staff in our school are available to confer with parents in their native languages. We are inclusive and admit ELLs as well as students with special needs who can benefit from our excellent programs. Our Language Allocation Policy provides for all students that are eligible to join our school and take advantage of our College Preparatory programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Queens Gateways uses various organization models such as self-contained, push-in, collaborative co-teaching.
 - b. Queens Gateways uses various program models, of mixed proficiency levels. Currently only five students at CSS use ESL services, but as the program grows, this is the model that will be used.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Each individual period of class at our school is 46 minutes. All ELLs receive one class period of ESL daily, as well as one ELA class daily, totaling 460 minutes per week of both ESL and ELA instruction.:
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The instructional language of the content area is English. Students are given opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing, assignments the teacher assigns to students, he provides an annotated model written either by himself or a student. Modeling is a key strategy the teacher embeds into nearly

every lesson in order to “show” students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according students’ reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes. Struggling students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

For ELL subgroups, plans are in place to provide relevant instruction that meets their needs. At Queens Gateway, there is not a SIFE population since this is a selective school based on prior school performance. In the future we may have newcomer students who are talented but need ESL instruction to keep up with the demands of their classes. We will provide the required amount of instruction should newcomer students arrive. Regarding students with 4 to 6 years of ESL instruction behind them, we will ensure that such students are served and brought up to the Proficient level in a timely manner. For ELLs with special needs, such as the ELL student currently here at our school, we will provide the required amount and quality of ESL service. Even for a student with identified disabilities, ESL instruction provides a necessary piece of his or her education and future success.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Targeted intervention for ELLs is provided in the following areas:

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Teachers in the planning of their lesson use various entry points to address the learning styles and proficiency levels of ELL with IEP

goals. Advanced students are placed in ICT classes where they received the support of an instructor while in the self-contained classes, students are given additional support and time to accomplish the assignments. In addition, the ESL teacher works collaborative with the content area teacher to support the learning goals of their ELL students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

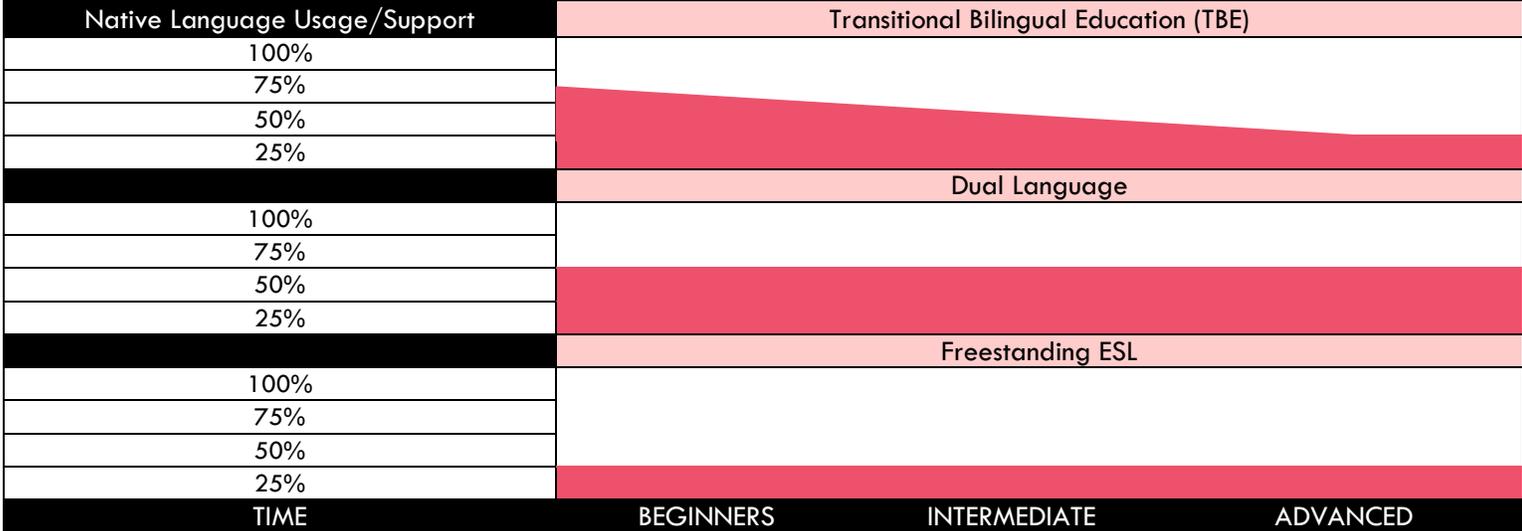
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: QUEENS GATEWAY TO HEALTH

School DBN: Q680

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judy A. Henry	Principal		11/12/13
Luis A. Santiago	Assistant Principal		1/1/01
Carola Craig	Parent Coordinator		1/1/01
Colette Caesar	ESL Teacher		1/1/01
Sandra Williams	Parent		1/1/01
Mitchel Roseman/Sp. Ed.	Teacher/Subject Area		1/1/01
Joseph Akomodi/Sp. Ed.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Barbara Abioye	Guidance Counselor		1/1/01
Gerard K. Beirne	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **Q680** School Name: **QUEENS GATEWAY TO HEALTH SCIENCES**

Cluster: _____ Network: **CFN 536**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

