

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

DBN: (i.e. 01M001):

08X295

School Name:

THE GATEWAY SCHOOL OF ENVIRONMENTAL RESEARCH & TECHNOLOGY

Principal:

LUCILLE DIMEGLIO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High school School Number (DBN): 08X295
School Type: Community High School Grades Served: 9-12
School Address: 1980 Lafayette Avenue, Bronx, NY 10473
Phone Number: 718-824-9327 Fax: 718-794-1078
School Contact Person: Jennifer Carchietta Email Address: JCarchi2@schools.nyc.gov
Principal: Lucille DiMeglio
UFT Chapter Leader: Jeanne Smith-Hernon
Parents' Association President: Leda Goodwin
SLT Chairperson: Glenda Melendez
Student Representative(s): Dejanere Goodwin, Richard Cancel & Taishary Duran

District Information

District: 08 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Rm 841, Bronx, NY 10458
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: 718-741-3157 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 603 Network Leader: Lawrence Pendergast

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)
Lucille DiMeglio	*Principal or Designee	
Jeanne Smith-Hernon	*UFT Chapter Leader or Designee	
Leda Goodwin	*PA/PTA President or Designated Co-President	
Victoria Cipollaro	DC 37 Representative, if applicable	
Dejanere Goodwin Taishairy Duran	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joshua Fisher	Member/ Teacher	
Karen Carcamo	Member/ Teacher	
Jeanette Vazquez	Member/ Secretary	
Jeanne smith-Hernon	Member/ Teacher	
Jennifer Carchietta	Member/ School Counselor	
Glenda Melendez	Member/ SLT Chairperson	
Dagbegnon Dada	Member/ Parent Representative	
Richard Cancel	Member/ Student Government	
Ariane Diaz	Member/ Parent Representative	
	Member/	
	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	
•	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.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	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.
•	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.
•	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.
•	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:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Gateway School of Environmental Research Technology (GSERT) is dedicated to preparing students for the rigor of college and career. Through the acquisition of knowledge and skills, students will be empowered to be advocates for themselves, thereby effectuating changes and choices in their lives, in their community and beyond.

GSERT is a Bronx High School in its final phase out year. We currently have 71 students. GSERT's student population is 17% English Language Learners (ELL) and 24% Students With Disabilities (SWD). 66% of our students are Hispanic or Latino, 30% African American, 1% Asian, 1 % Native American and 1% White. Our current daily attendance percentage is 72%.

GSERT continues to assess its weaknesses and build upon its strengths and achievements. The 2013/14 High School Quality Snapshot indicates that 85% of parents are satisfied with the education their child has received and 73% of students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. While our safety index is higher than our peer grouping, we will implement an action plan to raise these percentages and increase the trust and community ties, as well as support a safe and challenging environment.

In addition, the school was found to be proficient in "ensuring engaging, rigorous and coherent curricula in all subjects while increasing accessibility to a variety of learners. Faculty has developed pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching". (School Quality Guide) GSERT was also found to be proficient in our movement of students with specific needs to less restrictive environments.

Our daily attendance for the 2013/14 school year was 78%, which is higher than our peer comparison, but still a goal that we strive to improve upon. Furthermore, an area of weakness for our school is our Regents average test scores for Global History (51), US History (57), ELA (62) and Living Environment (54).

According to the SY 2013-14 New York City School Quality Guide, GSERT has shown growth towards closing the achievement gap. GSERT has served and worked successfully with special student populations (ELL's, SWD, and LTC). In 2011/12 school year, our four year weighted diploma rate was 59% for ELL's, 67% for SWD's, and 65% for the LTC. Through establishing a culture for learning that communicates high expectations to all staff, students and parents, we have been able to raise the percentages in 2013/14 to 75% for ELL's, 96% for SWD's, and 71% for the LTC.

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

- 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.

The school’s most recent Quality Review states that, “high levels of engagement are not seen in all classrooms and learning experiences are not extended to meet the needs of all learners.” The QR states that the school, “Expand rigorous differentiation practices across all grades and subjects so that lessons promote higher order thinking and questioning skills.”

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-15 SY, because our last QR stated our school should expand rigorous differentiation practices across all grades and subjects so that lessons promote higher order thinking and questioning skills, 80% of GSERT’s teachers will receive an Effective or Highly Effective on at least one observation for: Questioning, Assessments, and Professional Responsibilities.

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>
<ul 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 			
Administration will provide detailed pre and post observation feedback and support to teachers surrounding their specific strengths and weaknesses.	Faculty	September/2014-May/2015	Assistant Principal
Administration will provide meaningful professional development based on teacher’s self-assessment on professional teaching practice based on reflective questions aligned to standards of instruction and the Danielson Framework.	Faculty	October/ 2014-May/2015	Assistant Principal
SIT Team will provide professional development to specifically target the needs of SWD’s	Faculty	November/2014-May/2015	SIT Team, Administration

Common professional periods to facilitate departmental and collaborative teacher co-planning.	Faculty	September/2014- May/2015	Teachers, School Counselor, Administration
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Part 4 – Resources Needed

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

Scheduling adjustments to reflect common planning periods, as well as arranged times for SIT meetings.

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.

N/A

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:

- 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.

By February 2015, 70% of the teachers will have received one or more effective ratings in a classroom observation.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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.

Need is based on data disseminated on OORS and ATS data years 2013-2014. During the School year 2013-2014 there were 61 OORS reports generated.

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.

In the 2014-15 SY, because our Learning Environment Survey states only 74% of our students felt completely safe in various areas of the school, there will be a 25% reduction of OORS incident reports and suspensions.

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>
<ul 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 			
Teachers will create a classroom management plan which will be discussed and posted in the classroom in a highly visible area. Teachers will be given the opportunity to discuss and share strategies to address a variety of classroom behavior issues. Instructional leaders will observe classroom management and provide feedback during informal and formal observations.	Teachers, students	September/2014 – June/2015	Teachers Students Administration
Peer Mediation will be implemented to support student-to-student resolution of conflicts. School leaders and staff will emphasize and reinforce relevant school and campus-wide rules, Chancellor’s Discipline Code, and utilize principals of successful youth development programs.	Teachers, Students, Parents, School Counselor	November/2014- June/2015	Teachers Students Administration School Counselor
Development of a weekly attendance team to provide options, assistance, and information to parents and students surrounding, and in support of attendance and lateness issues.	Students, Parents	September/2014- June/2015	School Counselor Attendance Teacher,

			Administration
N/A			

Part 4 – Resources Needed

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

TL FSF—**Compensatory** time for 1 dean1

Per Session for Dean to enter OORS data; After School Detention, 2 days a week, 2 hrs. per day as needed as per UFT contract. 38 weeks/2 days/up to 2 hrs. total of 72 hrs. -- per semester.

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.

N/A

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:

- 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.

By February 2015, there will be a 15% reduction in OORS reports.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• 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.

According to GSERT’s Data Tool, 71% of our current student population still needs 1 or more Regents exams passed in order to complete their graduation requirements.

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.

In the 2014-15 SY, 95% of all teachers will collaborate and plan interventions to increase student’s Regents score rate by 10%

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>
<ul 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 			
SIT team members will review student data and create individualized test taking strategies for SWD’s	Students	December/2014-June/2015	Teachers, School Counselor
Teachers will collaborate and review student data to create small learning groups in which students will receive intensive instruction and review in needed Regents subject areas. (Saturday Academy and Afterschool)	Students	December/2014-June/2015	Teachers, School Counselor

Part 4 – Resources Needed

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

Title 1 SWP, TL FSF—Per Session, **PM School** 2 days a week (Thursday & Friday/2 hours) & Saturday School (4 hours) --November 2014, December 2014 & January 2015, April, May and June 2015. 4 teachers and 1 Administrator

Title 1 SWP, TL FSF—Per Session, PM School 2 days a week & Saturday School--November 2014, December 2014 & January 2015, April, May and June 2015 4 teachers and 1 admin

Materials and supplies \$, etc. 4 teachers, 2 days a week for 6 weeks

One administrator (same days and hours as teachers) Saturday School, up to 4 teachers up to 4 hours; One administrator (same days and hours as teachers) —per semester.

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	x	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.

N/A

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:

- 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.

By February 2015, a minimum of 5% increase is students passing a January 2015 Regents exam.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• 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

- 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.

According to the Data Tool, 33% of GSERT’s current population will need alternative placements by June 2015, while the remaining 67% must earn the required credit accumulation and Regents exams.

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

In the 2014-15 SY, the administration will deliver a minimum of five Professional Development sessions throughout the school year, as well as hold two town hall sessions for parents, students and teachers around issues they select so that 20% student will earn 10+ credits.

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>
<ul 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 			
Parent workshop targeted at students who will need alternative placement in June 2015 (various education options: transfer schools, YABC, ACCES-VR, NCLB Choice)	Parents, Students	January 2015-May 2015	School Counselor
Administration will model various teaching techniques (i.e. Socratic Seminar, Workshop Model, Depth of Knowledge)	Teacher	January 2015-May 2015	Assistant Principal

Part 4 – Resources Needed

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

Materials and research into various teaching techniques, common planning time. Snacks will be served and flash drives will be distributed for all attendees to maintain and store documents created.
 Reservation of the school library and laptops to accommodate parents and students during workshops.

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.									
N/A									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul 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. 				
By February 2015, a minimum of 50% of students will have earned between 5 and 6 credits.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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.

The 2013/14 School Environment Study showed only 85% of our parents were satisfied with their child’s education in comparison to 94% borough and citywide and only 73% of teachers stated they would recommend this school to parents.

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.

In the 2014-15 SY, the school will host three events designed to bolster community involvement, as well as hold at least three trips to local organizations to increase civil awareness so as increase the College Preparatory Index by 6%

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>
<ul 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 			
Service Learning projects surrounding community needs and interests.	Students, parents, staff and community organizations.	December/2014-May/2015	Teachers, School Counselor
Recognition of student and school-wide success through targeted events (Honor Roll, Attendance, Improvement)	Students, Parents	December/2014-June/2015	Teachers, School Counselor, Administration
College and Career Readiness Workshops for parents and students surrounding the postsecondary process.	Parents & students	November/2014-March/2015	School Counselor

College and Career Readiness classroom lessons	Students	September/2014- April/2015	School Counselor
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Part 4 – Resources Needed

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

Working relationships with community organizations, as well as transportation to and from organization. Use of campus library and use of lap top for family workshops.

Dinner will be provided. Incentives will be purchased to bolster attendance for these events.

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	x	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.

N/A

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:

- 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.

By February 2015 the school will have at least 2 service learning partnerships with community organizations and have made at least 2 trips involving students.

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- 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)	Students who will not be able to graduate by June 2015, students who are not earning 6 or more credits each term, students who still have not completed ELA Regents requirement.	Reading; reading comprehension; vocabulary and vocabulary usage; grammar review; writing; oral articulation of reading and learning; performance task.	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; Counseling and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep (Gear-Up); anytime online-- during the day in the computer lab or from home.
Mathematics	Students who will not be able to graduate by June 2015, students who are not earning 6 or more credits each term, students who still have not completed Algebra Regents requirements.	Differentiated instruction; Reading worded math problems for comprehension and problem solving; Vocabulary understanding and usage in text reading; skills problems and Regents exam questions; drill and practice time; performance task	One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; Counseling and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; online tutoring and credit recovery	Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online--during the day in the computer lab or from home.

<p>Science</p>	<p>Students who will not be able to graduate by June 2015, students who are not earning 6 or more credits each term, students who still have not completed Living Environment or Earth Science Regents requirements.</p>	<p>Reading; reading comprehension; vocabulary and vocabulary usage; writing; oral articulation of reading and learning; hands-on learning and experimentation; performance task.</p>	<p>One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; Counseling and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; make up lab time where seat time is required; online tutoring and credit recovery.</p>	<p>Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring), Saturday SAT prep; anytime online--during the day in the computer lab or from home.</p>
<p>Social Studies</p>	<p>Students who will not be able to graduate by June 2015, students who are not earning 6 or more credits each term, students who still have not completed Global History and US History Regents requirements.</p>	<p>Reading; reading comprehension; vocabulary and vocabulary usage; writing; oral articulation of reading and learning; performance task.</p>	<p>One-to-one tutoring; small group instruction (optional working lunch-lunch provided); push-in pull-out support in content area; Regents and RCT preparation classes; academic counseling; SBST support; Counseling and Gear-Up tutoring and Regents preparation; extended time for tests; opportunities to make up missed assessments; ; online tutoring and credit recovery.</p>	<p>Regents preparation classes during and after the school day; after school tutoring; Saturday programs (Regents preparation, tutoring); anytime online--during the day in the computer lab or from home.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students who will not be able to graduate by June 2015, students missing 10 or more days of school, students who are not earning 6 or more credits each term, students who still have not completed Regents</p>	<p>Academic, post-secondary, transition and emotional counseling</p>	<p>Interview; evaluations; counseling; mandated reporting</p>	<p>During the school day.</p>

	requirements.			
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

X	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.

A hiring committee consisting of Administration, Guidance and Teachers interview and observe prospective teachers.

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).

Common planning time: Unit Plans – Performance Tasks and Rubrics, alignment to DF and best practices and strategies, modifications for SPED/ELLs, and teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

N/A

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.

School leaders, including teachers and guidance, have formed the School Leadership Team and School Implementation Team which assess school needs and make decisions that reflect a stake holder voices.

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	\$119,136	x	p.11 and 13
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	\$684,922	x	p. 11 and 13

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:

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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)

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. **The Gateway School of Environmental Research & Technology**, 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. **The Gateway School of Environmental Research & Technology** 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)

The Gateway School of Environmental Research & Technology, 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;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 295
School Name Gateway School of Envir. Res. & Tech.		

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 Clifford Siegel	Assistant Principal Lucille DiMeglio
Coach Richard Petrone	Coach Judith Swanson
ESL Teacher Linda Manilili	Guidance Counselor Jennifer Carchietta
Teacher/Subject Area Norberto Solivan	Parent
Teacher/Subject Area Liam McAndrew	Parent Coordinator Glenda Melendez
Related Service Provider Leonara Krasniqi	Other Aaron Schwartz
Network Leader(Only if working with the LAP team) Steven Chernigoff	Other

C. Teacher Qualifications

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6	2	1	6	0	2	17	0	13	29

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	6	2	1	6	0	2	17	0	13	29
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										3	3	5	11	22
Chinese														0
Russian														0
Bengali										1	0	0	4	5
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0	0	1	1	2
TOTAL	0	4	3	6	16	29								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	1	2
Intermediate(I)										2	2	6	12	22
Advanced (A)										1	0	1	3	5
Total	0	4	2	7	16	29								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	19		3	
Integrated Algebra	26		10	
Geometry	5			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	12			
Living Environment	23		5	
Physics				
Global History and				
Geography	23		1	
US History and	19		1	
Foreign Language	2		0	2
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child’s second language development is considered in instructional decisions?
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 1. According to the data, there is a direct correlation with students’ performance on the NYSESLAT and performance on the Global, US History and ELA Regents exams. The data shows that 18 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency demonstrates a relationship between language ability in the modalities and performance on reading writing intensive Regents. Of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.
 2. It is evident from the results that instruction must focus on the improvement of the students reading/writing skills. Within this set an even greater concentration of the instruction must focus on improving the students’ ability to write. The writing instruction will concentrate on the standards of ELA which should increase performance on the English Regents, as well as the Global History Regents.
 3. The data shows that 18 ELLS scored only intermediate or beginner levels on the NYSESLAT, and that level of proficiency indicates why of the 43 English, US and Global History Regents candidates, only seven (7) were able to score 65 or higher.
 - a. It is evident from the results that ELLs perform better on Regents Exams in English (language of instruction) rather than in the native language.
 - b. The results of the periodic assessments allow the school to make any up to the moment programming changes for students who may be affected.
 - c. According to the results of the periodic assessments the students have shown progress along an acceptable improvement paradigm. Native Language is employed only in learning situations when its use is needed.
 4. The Gateway School will use an increase in ELLs passing rates on the English, US and Global Regents Exams to evaluate the success of our programs. For students not yet taking courses that terminate in a Regents the NYSESLAT results will determine necessary changes to instruction. Curriculum audits happen at regular intervals. The ESL department will continue to collaborate with the History Department to find areas where reding/writing skills can be applied to the content areas with the intent to increase the passing rates of the Global Regents
 6. Each ESL class is designed around the language level and ability of each student in attendance. Target learning levels aligned with common-core standards are established by the ESL teacher. Support for each ELL student in attaining the target learning levels is provided though one-on-one instruction, Skills Tutor Technology, peer assistance, and after-school tutoring.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **D**
 1. The Gateway School has not admitted any new students since we are a school that is transitioning and will be closing in 2015. Any new student who may be admitted is screened by our guidance counselor, Jennifer Carchietta. As the informal oral interview begins, and if it appears language services may be necessary, by request or the inability of the parent to communicate in English, the ESL teacher Linda Manilili will conduct an interview. Translation services in the preferred language are provided by ESL instructor Linda Manilili, the parent coordinator Glenda Melendez or the Pupil Personnel secretary J. Vazquez. At this time the HLIS and the parent Orientation Program is presented to the student and parent(s), and arrangements are made to administer the LAB-R when the formal initial screening has found it necessary, and the Spanish LAB if qualified. This formal assessment is completed promptly, and the LAB-R is administered within 10 days of the ELLs enrollment. If the student has previously taken the NYSESLAT those results are used for the initial placement of the student in the appropriate classes provided by the Gateway School ESL program.
 2. If an interview will take place, Ms. Manalili and Guidance Counselor Jennifer Carchietta will describe the three language program options available in NYC public schools to every new student in the family's preferred language. After all of the programs are explained to the parent(s) of the new student, and each programs strengths are described, the family makes an informed decision on which program is most suitable for the child. The parent and new student are informed of their right to their first option, but that the Gateway school only provides a free standing ESL program. If their first choice is not freestanding ESL then the guidance counselors make every effort to locate a suitable school that provides the parents' preference for Transitional Bilingual or Dual Language services. Records of the parents' decision are recorded and kept on file in each student's permanent record in the guidance office.
 3. As a closing school, the guidance office will accommodate the family to complete the documents, with assistance, while still at the school. Reliable mailing addresses are elicited at this time to ensure additional forms can be sent in a timely matter if the originals are lost or misplaced. The parent coordinator and ESL coordinator make any additional communication to the family of the ELL through mailings, emails, phone calls and correspondences sent home with the child.
 4. The Gateway School ESL teacher and a trained Guidance Counselor review all transcripts and any other academic documentation the student provides at the initial meeting to ensure the best placement for the student. A RMNR is run to acquire all previous testing data on the student, and NYSESLAT scores are reviewed. If a student arrives with no formal testing, arrangements are made to administer the LAB-R in a timely manner. During the initial formal assessment any relevant information regarding the new student's needs are elicited from the parent in the native language. This includes any information such as interrupted formal

learning, and any special needs that need to be addressed by the school to optimize the student's transition and continued success in a new school.

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

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

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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 1. The Gateway School provides a freestanding ESL program to 29 students. The course offerings are based on the students' LAB-R results as beginner, intermediate or advanced to ensure that the mandates are met. Each academic year the NYSESLAT test is administered to all of the students to determine the proper placement for ELLs in the coming term
 - a. The students in the 9-12th grades are placed in self-contained ESL classes. Each class is designed to address the language modalities
 - b. The Gateway school uses a homogeneous program model for its ESL program.
 2. Ms. Manilili is our only ESL teacher. She teaches three (5) different classes for five (5) periods
 - a. A day for a total of six (6) distinct courses offered over eight (8) periods. Each period is 48 minutes in duration five days a week. Each class provides 240 minutes of ESL instruction time per week. A student with three classes receives 720 minutes of instructional time, A student with two classes receives 480 minutes and a student with one class at the advanced level receives 240 minutes per week. The school's programming team create individual ELL programs around the mandated ESL services that exceed the required minutes for each level.
 3. The Gateway School provides a homogeneous program model in all content areas. Content is made comprehensible through instruction in English with supplemental learning materials provided in the native language when needed in order to enrich English language acquisition. Technology is used to provide online language assistance through Skills Tutor, reference materials for all content area subjects are available in the native language, and after school tutoring in the Native Language is available in Math and History
 4. The School social worker is a bilingual staff member who not only provides mandated counseling but also advocates on behalf of the ELLs to ensure that necessary evaluations in the native language are properly conducted. Regular meetings with the ESL department members and the ESL coordinator are conducted to evaluate ELL performance in all subject areas and then report to particular departments if native language interventions are necessary.
 5. The instructional models employed at the Gateway School:
 - a. self-contained ESL classes for grades 9-12 homogeneous groups, block scheduling when possible, freestanding ESL based on LAB-R and NYSESLAT results.

Differentiated instruction for the ELL subgroups:

- a. SIFE students are provided instruction based on performance on the LAB-R or NYSESLAT results. ESL instructors evaluate the results to locate and address the areas of greatest need to begin to move the student towards a communicative understanding of the language. Students receive additional guidance and resource support to provide a comprehensive and holistic approach to bringing the individual to grade level as quickly as possible.
- b. We did not receive any newcomers this year, however, in the event that an over-the-counter student is transferred to our school, we are prepared to provide ESL classes that are homogeneous groups, and blocked scheduled for two of the three mandated periods with a skills class and credit bearing ESL class together. The additional mandated class is divided by students who are recent immigrants to the country and students who have tested at the beginner level and been in country for a year or

longer. The beginner block classes are constructed to provide 720 instructional minutes per week, far exceeding the mandated time.

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

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

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

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

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

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

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

11. No current services are being discontinued.

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

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

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

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

16. All new ELLs are introduced to their ESL instructor on the first day of the school year and given an orientation that covers all of

the necessary information to make the transition on the Stevenson Campus as smooth as possible. This includes how to travel throughout the building and locations of offices, labs and classroom as well as daily protocols and student entry requirements. Ongoing lunch with the teacher is offered to each student to help build social bonds within the peer group. These sessions are also used as tutorial and informal guidance sessions to address any immediate student needs.

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

Courses Taught in Languages Other than English 

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

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

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

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

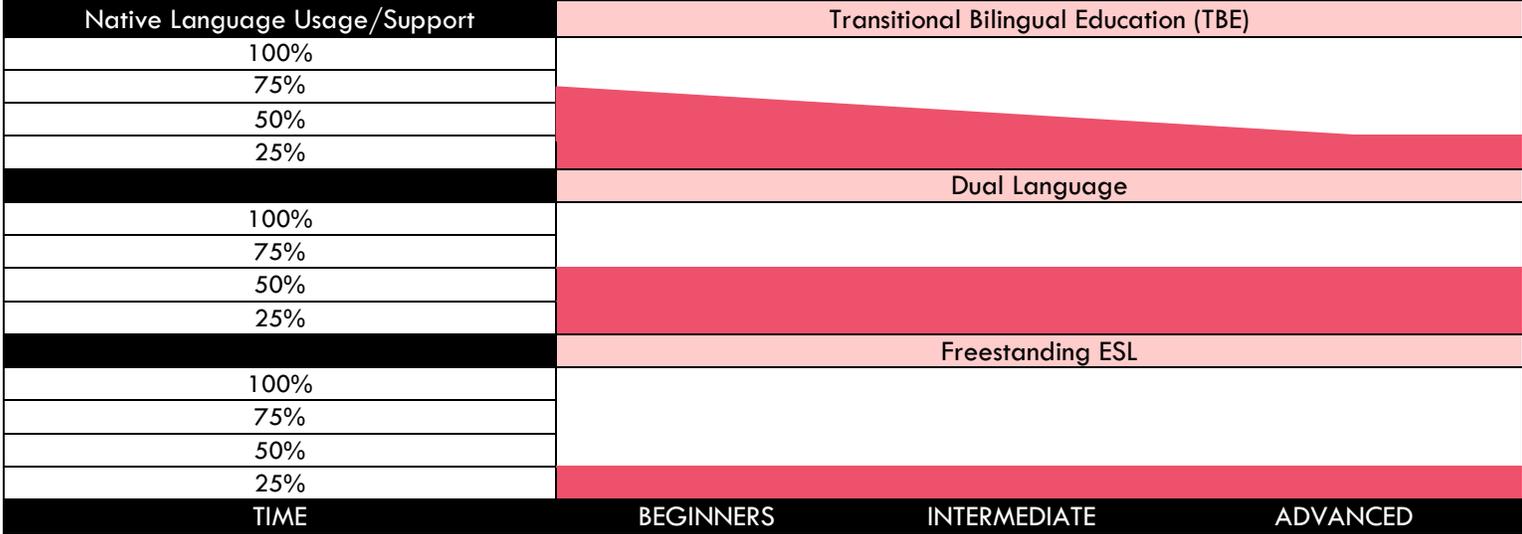
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
18. What language electives are offered to ELLs?
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

11. No current services are being discontinued.

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

13. ELLs are exposed to a rich library of written resources, as well as a designated bank of laptop computers at their disposal.

Each student is required to have a USB drive so that they can create multimedia projects. Smartboards and LCD projects are readily available for use in ESL classes.

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

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

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

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

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

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Professional development will be provided to all ESL teachers. This will take place during teacher preparation periods, common professional activity periods, and at times otherwise permitted during the school day. The teachers will participate in the professional development workshops and conferences provided by the Bronx BETAC and Children First Network (CFN).
 2. The Gateway School provides the ESL department professional development time to review existing transitional strategies, create additional strategies and encourages the department to implement them each September based on their effectiveness from the previous semester.
 3. The teachers will participate in school-based professional development meetings, workshops and conferences provided by the Bronx BETAC, Children First Network (CFN), and UFT sponsored events. Aris workshop training is provided, understanding Title III seminars, and interpreting testing results for better instruction.

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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

	Other _____		1/1/01
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LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08x295** School Name: **Gateway Sch. of Env. Res. & Tech.**

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Gateway School of...	DBN: 08X295
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 41
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

Part C: Professional Development

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

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

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

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

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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