



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **19K364**

School Name: **I.S. 364 GATEWAY**

Principal: **DALE KELLY**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Gateway School School Number (DBN): 19K364
Grades Served: 6-8
School Address: 1426 FREEPORT LOOP, Brooklyn, NY 11239
Phone Number: 718-642-3007 Fax: 718-642-8516
School Contact Person: Dale Kelly Email Address: Dkelly12@schools.nyc.gov
Principal: Dale Kelly
UFT Chapter Leader: Bettie Mushatt-Parker
Parents' Association President: Carlos German & Colette Williams
SLT Chairperson: Monica McKain-Brown
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 19 Superintendent: Joyce Stallings-Harte
Superintendent's Office Address: 557 Pennsylvania Avenue, Brooklyn, NY 11207
Superintendent's Email Address: jstalli@schools.nyc.gov
Phone Number: 718-240-2700 Fax: 718-240-2751

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Magda Dekki
Director's Office Address: 131 Livingston Street, Brooklyn, NY
Director's Email Address: mdekki@schools.nyc.gov
Phone Number: 718-935-3820 Fax: 917-338-1687

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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Dale Kelly	*Principal or Designee	
Bettie Mushatt-Parker	*UFT Chapter Leader or Designee	
Collette Williams	*PA/PTA President or Designated Co-President	
Christine Robertson	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nicole Fraser-Edmund	Member/CSA	
Carlos German	Member/CSA	
Teresa Ford	Member/ Parent	
Monique Williams	Member/ Parent	
Tammi Turcina	Member/UFT	
Harold Small	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Monica McKain-Brown	Member/ CSA	
Sharon Hill	Member/ Parent	
Takeisha Williams	Member/Parent	
Tawana Williams	Member/Parent	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

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.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: SCEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Gateway Intermediate School is a collaborative learning community housed in two separate academies located in the Spring Creek section of Brooklyn. Gateway is one of only 31 DOE schools that are housed in leased space, not owned by the Department of Education. At Gateway, our students are provided with a safe, supportive, and nurturing environment that fosters their academic, social, and emotional growth. Our mission at Gateway is as follows:

To cultivate a dynamic environment of advanced thinkers, high achievers, and model citizens.

At Gateway we work tirelessly to provide our students with a quality education through immersion in an instructional program that demands academic rigor in a thinking curriculum. We work relentlessly to develop each of our students into lifelong learners with a strong personal sense of discipline and social responsibility.

While our school is housed at two separate sites (Freeport Academy and Geneva Academy) located approximately two blocks apart; Gateway forges a strong collaboration between the two, thus ensuring that instruction is seamless and consistent throughout both sites. Our entire learning community, consisting of students, faculty, parents, administration, service support staff, and our external partners all work collaboratively in helping all of our students to attain their fullest academic potential, while instilling in them a sense of pride and civic awareness. This partnership amongst all of the stakeholders in our learning community promotes a continual collaboration; whereby all constituents take ownership in the process of moving Gateway Intermediate toward becoming one of the elite middle schools in New York.

This school year, for the first time since the implementation of the new UFT contract, our school has included a 100-minute weekly block to include structured time for teacher teams to meet. In doing so, our school now has a wonderful opportunity to engage teachers in consistent and structured professional conversations surrounding the teaching and learning practices taking place within our learning community. This time allows our school to implement a system whereby teachers have a structured way to look at data and student work while examining curriculum and teacher practice. It also affords our faculty the opportunity to assess/diagnose what changes and supports are needed to improve performance for our neediest students. This work ties directly into the attainment of our school-wide goals and serves as a forum where those goals can be monitored and revisited on a consistent basis.

As middle school educators, we fully understand the importance of teaching the "whole" child. Understanding this delicate stage in our students' development, as they become more independent thinkers, we are constantly challenged to seek ways that promote their academic, social, and emotional growth. It is imperative that our learning environment provide each of our students a nurturing and loving atmosphere, where high expectations are the norm and each of our children feel safe and supported. To this end, we have worked diligently to create a youth development and support menu of offerings that serves to accelerate the academic and personal growth of our students. Our efforts have led us to develop internal capacity as well as build external partnerships specifically geared toward providing youth development support services for students and their families. Funding for many of these initiatives has been secured through attainment of grants. Some examples of the grants secured and the numerous programs offered to our students as a result are as follows:

- Neighborhood Development Area Grant (NDA)
- 21st Century Community Learning Center Grant

- New York Junior Tennis League OST Program

Additionally, we have managed to forge partnerships with several outside organizations which allow us to better meet the needs of our student population as well as support and build capacity amongst our faculty. Some of our external partners are:

- Urban Advantage - Science Education
- New York Historical Society - Social Studies Education
- Community Works - College & Career Readiness
- Urban Arts - Arts Education
- Usher New Look Foundation - Student Service Initiative
- National Training Network - Math Education
- Mobile Response Team - Emotional Wellness
- Brooklyn Ballers - Health Education
- Community, Counseling, and Mediation - Family Engagement
- C.I.T.E. - Teacher Education/Professional Development

During the past school year, Gateway made significant gains in the improvement of student achievement levels in ELA as evidenced by both standardized assessments results as well as our in-house assessments. Additionally, we were able to demonstrate progress for our second consecutive year with regard to our special needs population in ELA and mathematics, a subgroup that we had been previously cited for underperformance in both areas. Conversely, our performance in mathematics was an area of concern, as evidenced by our standardized assessment results. As a result, we have implemented programmatic changes, revised curriculum, and focused on providing targeted professional development to our mathematics department.

Also, for the current school year, we have set instructional goals that we believe will assist us in increasing achievement rates among I.S. 364 students in mathematics. Our school-wide goals will continue to build off our overarching goals which are directly related to raising student achievement rates in mathematics based on the summative and formative data that we had collected. Currently, we are focusing our Inquiry Team work on how we can deepen conceptual understanding for our students through strategic ways in which content is presented. We are working toward establishing an even higher level of coherence within as well as across grade levels through ongoing teacher collaboration.

On our school last QR Report some of the areas for improvement cited were:

- Strengthen consistency in student-to-student discussion and using higher order thinking skills to promote rigor for all students
- Deepen the work of teacher teams using an inquiry approach so that instructional strategies are focused and monitored for improvement of all students

Since those finding were published as part of the 2014-2015 Quality review report, we have continually worked to address the areas of improvement cited. Our instructional focus for this school year is as follows:

"I.S. 364 students will engage in high quality discussions, exemplified by responding to and extending each other's thinking & crafting questions to help each other deepen and elaborate upon their thinking."

We concentrated on differentiation of instruction through a host of professional development opportunities, which included both in-house training along with the use of consultants to work in classrooms with teachers. Teacher intervisitations, implementation of varied strategies for grouping students according to data sources, and targeted remediation based on data analysis are some things that also came as a result of these findings. Additionally, increased use of manipulatives in the classrooms along with more hands-on/real world activities that serve to deepen students' conceptual understanding of concepts presented are also practices that may be directly attributed to the these recommendations .

As in years past, one major impediment to progress at our school remains the fact that there is no infrastructure for wireless technology at our annex building. As a result, we are again renewing our efforts to bridge the "digital divide" that exists among our two learning environments. While we have been successful in attaining Reso A and Borough President awards to equip each of our classroom with SmartBoard technology, we are looking to maximize their effectiveness by searching for new funding streams to offset the cost of the wireless setup for our annex site. We will continue our efforts toward investing in upgrading of our school's computer hardware, as well as expand our utilization of the library media center to promote greater school wide use of technology

Last year, we believe that we made the most progress in the area of creating a "Supporting Environment" one of the six elements of the Framework for Great Schools; We accomplished this by revisiting our before, during, and after school offerings for students. Through partnerships were our 21st Century community based organizations, we were able to create a robust menu of choices for our student to be supported in the academic, social, and emotional realms. We are working this year to build off of those success and further expand that menu to ensure that students' needs are constantly at the core of our decision making processes.

Our area of focus for the current school year, based on the Framework for Great Schools elements, is "Rigorous Instruction." Fully understanding that the instructional decisions that a teacher may employ in the classroom ultimately weighs heavily on our students' successes or struggles, we have committed ourselves to ensuring that best practices are consistently taking place in each of our classrooms. In addition to having professional development around Danielson's Framework, our teachers have committed themselves to a network of sharing best practices through teacher intervisitations. Additionally, lead teacher positions, specifically our peer instructional coaches, have been put in place to ensure an additional layer of support for pedagogues in out learning community.

19K364 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	345	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	22	# SETSS	3	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	16	# Music	2	# Drama	10
# Foreign Language	10	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	67.8%	% Attendance Rate			92.5%
% Free Lunch	68.0%	% Reduced Lunch			10.8%
% Limited English Proficient	0.5%	% Students with Disabilities			20.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American			71.5%
% Hispanic or Latino	22.5%	% Asian or Native Hawaiian/Pacific Islander			2.2%
% White	2.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.99
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	28.6%	Mathematics Performance at levels 3 & 4			13.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			51.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			78.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>The administration and staff identified the need to increase the quality of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12. QR 3.2 2014-2015</p> <p>Strength(s):</p> <ul style="list-style-type: none"> Common-Core aligned curricula for core subject areas Utilization of online platform for sharing of curriculum Weekly teacher team meetings focus on inquiry work, ensuring collaboration and curriculum revision <p>Area(s) For Growth:</p> <p>Continue to ensure that instruction is customized to the needs of individual students, whereby differentiation is occurring consistently throughout the learning community</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of the teachers in Grades 6-8 will engage in higher order questioning techniques through the use of DOK strategies, as evidenced in, Effective/ Highly Effective observations, Looking At Student Work (LASW) and lesson plans

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers of Grades 6-8 will engage students in higher</p>	<p>Students in Grades 6-8</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Teachers of</p>

order questioning techniques through the use of Depth of Knowledge (DOK) matrix			Grades 6-8, lead teachers, peer instructional coach
Scaffold higher order questioning for students with disabilities and English language learners will be included in lesson and unit plans	Students with disabilities and English Language Learners	September 2015- June 2016	Teachers of students with disabilities and English Language Learners, SETSS teacher, ESL teacher, ICT teachers
Workshops for parents on Depth of Knowledge (DOK) matrix to assist parents in understanding the use of higher order questioning techniques	All Parents of Students in Grades 6-8	September 2015- June 2016	Teachers and assistant principals, lead teachers and peer instructional coach
To understand needs and incorporate trust, students will build on each other's ideas during class discussions	Students in Grades 6-8	September 2015- June 2016	Teachers of Grades 6-8

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assistant Principals and teachers will provide ongoing training in the DOK matrix to strengthen teachers' knowledge and implementation of higher order questioning techniques. Teachers will work with network and consultant supports to enhance pedagogy that is rigorous and aligned to the CCLS.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 55% of the teachers in Grades 6-8 will engage in higher order questioning techniques through the use of DOK strategies, as evidenced in, Effective/ Highly Effective observations, LASW and lesson plans.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>The school needs to be able to cultivate the development of overarching systems and partnerships that support and sustain social and emotional developmental health. QR 2014-2015, 5.2</p> <p>Strength(s):</p> <ul style="list-style-type: none"> Partnered with Interborough Development Corporation to offer a Mobile Response Team to attend to the social emotional needs of the students in our learning community Collaboratively developed a quality improvement plan (QIP) for students with disabilities to ensure equal access to the general education curriculum Implementation of a school wide incentive-based behavioral system, Star Bucks, to deter/lessen disciplinary infractions <p>Area(s) For Growth:</p> <p>Continue to ensure that a school culture is established where ALL student feel safe and student successes are highlighted and celebrated on a regular basis</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of the teachers in Grades 6-8 will strengthen our Shared Path to Success – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities, as evidenced in, monthly parent surveys, Tuesday parent outreach sessions and student feedback

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will strengthen our Shared Path to Success – focus on creating inclusive school environments,</p>	<p>Students with disabilities and English Language Learners</p>	<p>September 2015- June 2016</p>	<p>6-8 General Education Teachers, 6-8 Teachers of students with disabilities and English Language</p>

specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities			learners, Principal and Assistant Principals
6-8 General Education Teachers, 6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals	Students with disabilities and English Language Learners	September 2015- June 2016	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to review and discuss the progress of their child’s IEP goals and objectives	Parents of students with disabilities and English Language Learners	September 2015- June 2016	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
To understand needs and incorporate trust we will continually seek input and feedback from families, students and teachers through monthly parent surveys, Tuesday parent outreach sessions and student feedback	Students with disabilities and English Language Learners	September 2015- June 2016	6-8 General Education Teachers, 6-8 Teachers of students with disabilities and English Language learners, Principal and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
IEP teacher, SETSS teacher, ICT teachers and ESL teachers will meet on Tuesdays with parents of students with disabilities and English Language learners to review and discuss the progress of students IEP goals and objectives.											
Teacher per session for general education teachers to meet with ICT teachers, IEP teacher, SETSS teacher and ESL teachers to review, monitor and revise IEP goals and objectives to ensure goals and objectives are rigorous, aligned to CCLS and meeting the needs of students with disabilities											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 50% of the teachers in Grades 6-8 will strengthen our Shared Path to Success – focus on creating inclusive school environments, specialized programs, and deepening the expertise of our general and special educators to effectively meet the needs of students with disabilities, as evidenced in, monthly parent surveys, Tuesday parent outreach sessions and student feedback

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>Teachers need to continue to create a rigorous learning environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry, QR 2014-2015, 4.4</p> <p>Strength(s):</p> <ul style="list-style-type: none"> Utilization of peer instructional coaches (PICs) and teacher leaders to facilitate weekly professional development opportunities for their peers Partnered with National Teacher Network to ensure that effective mathematics instruction is accessible to all students Weekly teacher team meeting provide a forum for looking at student work and subsequent revision to lesson/unit plans <p>Area(s) For Growth:</p> <p>Continue to ensure that a weekly teacher team meeting yield "take-aways" that enable teachers to provide multiple entry points for each of their students based on data trends and inquiry work</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 90% of the teachers in Grades 6-8 will meet in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as evidenced in the LASW protocol, revisions to lesson and unit plans.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will collaborate in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as</p>	<p>Horizontal and/or vertical teacher teams</p>	<p>September 2015- June 2016</p>	<p>6-8 Teachers, administration, lead teachers, peer instructional coach</p>

evidenced in the LASW protocol, revisions to lesson and unit plans			
Teachers of students with disabilities and English Language learners will collaborate and with general education teachers each Monday using the LASW protocol to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2015- June 2016	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
Parents of students with disabilities and English Language learners will meet on Tuesdays with teachers, IEP teacher and ESL teachers to established student goals that promote high levels of student engagement and inquiry	Teachers and parents of students with disabilities and ESL teachers	September 2015- June 2016	6-8 Teachers of students with disabilities and English Language learners , Principal and Assistant Principals
To understand needs and incorporate trust, teachers will deeply analyze the individual needs and experiences of students, working collaboratively to revise and adapt lesson and unit plans to established student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2015- June 2016	6-8 Teachers, Principal and Assistant Principals

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Data specialist, administration and teachers will meet to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry											
Data specialist and supervisor per session to analyze and revise the impact and targets of horizontal and/or vertical teacher in order to established student goals that promote high levels of student engagement and inquiry											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E

	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 75% of the teachers in Grades 6-8 will have met in professional learning communities to share, revise and adapt instructional techniques, lesson and unit plans in order to established student goals that promote high levels of student engagement and inquiry , as evidenced in the LASW protocol, revisions to lesson and unit plans
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. <p>Leaders need to effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum and teacher practices; community/family engagement; and student social and emotional developmental) that lead to progress towards student attainment of grade level proficiency. QR 2014-2015, 2.2, 2.3, 2.4</p> <p>Strength(s):</p> <ul style="list-style-type: none"> Frequent and targeted observation cycle schedule Year-long PD plan informed by classroom observations <p>Area(s) For Growth:</p> <p>Continue to ensure that vision is understood across the learning community and reflected in the action of stakeholders</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Principal will participate in 20 horizontal and/or vertical teacher teams meetings focusing on instructional techniques and lesson plans in order to establish student goals that promote high levels of student engagement resulting in a 10% increase of Effective/Highly Effective teacher ratings in Danielson 1e and 3c.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Principal will lead by example by participating in 20 horizontal and/or vertical teacher teams meetings focusing on LASW protocol to establish student goals that promote high levels of student engagement and inquiry</p>	<p>Horizontal and/or vertical teacher teams</p>	<p>September 2015- June 2016</p>	<p>Principal, assistant principals, lead teachers, peer instructional coach</p>

Principal will participate in horizontal and/or vertical teacher teams meetings specifically with teachers of students with disabilities and ESL teachers focusing on LASW protocol to establish rigorous IEP student goals and objectives that promote high levels of student engagement	Horizontal and/or vertical teacher teams with teachers of students with disabilities and ESL teachers	September 2015- June 2016	Principal, assistant principals, lead teachers, peer instructional coach
To increase and strengthen parent involvement, Principal will ensure teachers are meeting with parents of students with disabilities and English Language learners on Tuesdays to discuss and inform parents of IEP student goals that promote high levels of student engagement and inquiry.	Teachers and parents of students with disabilities and ESL teachers	September 2015- June 2016	Principal, assistant principals
To understand needs and incorporate trust, Principal will ensure teacher work collaboratively in horizontal and/or vertical teacher teams meetings focusing on LASW protocol to establish student goals that promote high levels of student engagement and inquiry	Horizontal and/or vertical teacher teams	September 2015- June 2016	Principal, assistant principals, lead teachers, peer instructional coach

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Principal will collaborate with instructional team and meet afterschool to analyze results in order to prepare for future horizontal and/or vertical teacher teams meetings focusing on establishing student goals that promote high levels of student engagement and inquiry											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the Principal will participate in 10 horizontal or vertical teacher teams meetings focusing on instructional techniques and lesson plans in order to establish student goals that promote high levels of student engagement resulting in a 5% increase of Effective/Highly Effective teacher ratings in Danielson 1e and 3c.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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 trends and sources. 		
<p>The school needs to continue to create an welcoming atmosphere that fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success, QR 2014-2015, 6.2, 6.5</p> <p>Strength(s):</p> <ul style="list-style-type: none"> High functioning school leadership team ensures that a collaborative decision making process is in place Implemented Parent engagement Tuesdays to ensure that parents have open access on a weekly basis to the learning environment in order to ensure increased student achievement levels Implemented Skedula/PupilPath system to increase levels of communication between school and home <p>Area(s) For Growth:</p> <p>Continue to work on increasing parental involvement rates as evidenced by attendance at PTA meetings, workshops, and school events</p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of parents and teachers will be invited to participate in regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA) to inform and strengthen the parent and school community connection, as evidenced in, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>All parents and teachers will be invited to participate in regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent</p>	<p>All parents, teachers and Administration</p>	<p>September 2015- June 2016</p>	<p>Teachers, SLT, PA , Title 1 Parent Committee and Administration</p>

Meeting, Title I Parent Committee, PA or PTA) to inform and strengthen the parent and school community connection			
To address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH) parents and teachers of students with disabilities, English language learners, and other high-need student subgroups are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	Students with disabilities, English language learners, and other high-need student subgroups	September 2015- June 2016	Teachers of students with disabilities, English language learners, and other high-need student subgroups
To increase parent involvement and engagement, parents will have open access to materials, computer lab, school library and resources for in-school and/or at-home use to support their child's learning and monitor student progress	Parents of all 19K364 students	September 2015- June 2016	Teachers, Parent Coordinator, Librarian and Administration
To understand needs and incorporate trust, parents and teachers are encouraged to participate and attend in all scheduled parent and school meetings to increase and strengthen the school/ parent connection	All parents, teachers and Administration	September 2015- June 2016	Teachers, SLT, PA , Title 1 Parent Committee and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Administration and teachers will outreach and provide information to the parent community to encourage and increase parent participation at scheduled parent and school meetings (Tuesday Parent Meetings. SLT, Annual Title I Parent Meeting, Title I Parent Committee, PA or PTA)

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 25% of parents and teachers will have participated in regularly scheduled parent and school meetings (Tuesday Parent Meetings, SLT, Annual Title I Parent Meeting, Title I Parent Committee, PTA) to inform and strengthen the parent and school community connection, as evidenced in, attendance at meetings, Tuesday parent outreach logs and feedback from monthly parent surveys</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 at performance levels 1 and 2 on the 2014-2015 State ELA Exam, students scoring below 60% on Periodic Assessments	NYS Coach, MyOn Spotlight, Ready	Small group	During the school day, before and after school AIS programs
Mathematics	Students at performance levels 1 and 2 on the 2014-2015 State Math Exam, students scoring below 60% on Math Unit Assessments	NYS Coach, GoMath, CMP3, Spotlight, Ready, NTN	Small group	During the school day, before and after school AIS programs
Science	Students at performance levels 1 and 2 on the 2014-2015 State Science Exam, students scoring below 60% on Science Unit Assessments	In-Class AIS Materials (Grades 6-8) including ELLs, and Sp. Ed.) Skills Driven, Smart Science, Frequency Based on Student's Identified Needs Circular 6 Tutoring – Regular School Day SETSS support model that utilizes indirect services / SETSS= Supporting At Risk Students	Small group	During the school day, after school
Social Studies	Students scoring below 60% on Social Studies Unit Assessments	In-Class AIS Materials (Grades 6-8) including ELLs, and Sp. Ed.) Skills	Small group	During the school day

		<p>Driven, Frequency Based on Student's Identified Needs</p> <p>Circular 6 Tutoring – Regular School Day</p> <p>SETSS support model that utilizes indirect services / SETSS=Supporting At Risk Students</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Mandated students as per IEP and recommendations from teachers of students in crisis</p>	<p>Counseling in small groups and 1:1</p>	<p>Small group and/or 1:1</p>	<p>During the school day</p>

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 section where the response can be found [for example, Section 5A-Part 4]
- 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

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.
<ul style="list-style-type: none"> • All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations. • Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department. • Mentors are assigned to support struggling and un-qualified teachers. <p>The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. • Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. <p>Professional development will be on-going every Monday for 80 minutes, grade conferences, and through Network and DOE opportunities.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers understanding of student performance and strengthen teacher practice.
- School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.

School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	228,825.00	X	13, 17, 20, 23, 25

Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$53,893	X	13, 17, 20, 23, 25
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,037,400.00	X	13, 17, 20, 23, 25

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):** To 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:** To 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 an 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 SCEP 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. I **.S. 364 Gateway**, 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. I **.S. 364 Gateway** 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

I.S. 364 School-Parent Compact (SPC)

I.S. 364 Gateway in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 364
School Name Gateway Intermediate School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dale Kelly	Assistant Principal Nicole Fraser-Edmund
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Vacancy	School Counselor Amy Cohen
Teacher/Subject Area Alison cerami/ELA	Parent Monique Williams
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	315	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				5	0	2	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL				
	ELL	EP	ELL	EP																			
SELECT ONE																					0	0	
SELECT ONE																						0	0
SELECT ONE																						0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL			
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP		
SELECT ONE											0	0
SELECT ONE											0	0
SELECT ONE											0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1						0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)							2	3						0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2				0
7	3				0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	2								0
7	3								0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At I.S. 364, our LAP involves a clearly defined plan for English language development for our ELL students until they acquire academic proficiency in the English language. Based upon data analysis from our LAB-R and/or NYSESLAT, we have 5 ELLs with a score of expanding. We utilize Fountas and Pinnell levelling to assess our students' early literacy skills. With the Fountas and Pinnell Benchmark Assessment System, reading level can be monitored three times each year. This assessment will yield level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension.

Grade	Expanding
6	2
7	3
8	0
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Currently, as per the NYSESLAT results, five of our six students are at the expanding level. All of our ELL students are gaining proficiency in their speaking and listening skills but require additional assistance in their reading, and writing skills. Our ELL population is benefiting from an increase of service from our ESL programs to in order to develop proficiency in the targeted language.
 To this end, our push-in/pull-out program provide students with support, academic rigor and critical thinking skills that are necessary to have our entire ELL population master the English language as well as the other content area subjects.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data drives instructional focus. With teachers conferring with the ESL teacher, student specific needs can be addressed. Once the teachers understand and are made aware of the data the student deficiencies, activities can be planned that reinforces that modality, whether it be listening, speaking, reading or writing.

The AMAO delineate the measures we are held to under Title III of No Child Left Behind, including student progress in learning English and students reaching proficiency in learning English as measured by the NYSESLAT. This data makes it possible to see if students are achieving their goals. Extra measures to promote learning are summoned such as engaging students in structured classroom discussions, one on one instruction, language aids such as online translators and dictionaries are used, explicit instruction and more frequent and alternative assessments to focus and individualize instruction.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

- ELA/ESL

The literacy program includes extended time for literacy instruction that includes the elements of Balanced Literacy/reader's workshop. Instruction focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms.

- Mathematics

The NYC core curriculum program is used for math instruction. Extended instructional time in math is provided every day, with at least 45 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs are exposed to mathematical language and functions using ESL methodologies.

- Science /Social Studies

Teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned by the teachers. This supports the ESL teacher to support content area instruction in the ESL classroom.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers of ELLs will receive all pertinent data to ensure that each child's second language development is considered when decided the best possible instructional strategies to be employed with students. Native language support is systemic, and not limited to the ESL classroom. In addition to glossaries, dictionaries, and materials in the native languages represented by ELLs, school personnel who are able to provide support to students during the school day are utilized to provide clarification for ELLs (in their native languages), especially to those who may be struggling with content and concepts in their subject-area classes. Each of these strategies extend to after school programs as well.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Our goal at Gateway Intermediate School is to ensure that all of our ELL students receive quality ESL instruction via effective utilization of our ESL teacher in collaboration with their other subject teachers. The success of the ELL program is measured by the advancement of the ELLs on the NYSESLAT. Success for ELL students is determined by the ability of the student to function successfully in his/her mainstream class. Can the student master the more complex academic language and content of the mainstream class? Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. The teacher's assessments of the student's ability to read, write, and comprehend English as well as their peers on their proficiency tests is critical. English proficiency for our ELL students will be achieved through differentiated instruction, maximizing each child's strengths and addressing the individual child's academic deficits.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The English Language Learner (ELL) identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language, followed by the administration of the NYS Identification Test for English Language Learners (NYSITELL) to determine ELL status and proficiency level of students whose home language is not English. . At registration, all parents are required to complete a Home Language Survey (HLIS) form when enrolling their child(ren). When parents first enroll their child in the school, the school's licensed ELL pedagogue will be available to assist parents through the process and conduct an informal oral interview. The primary languages that have been identified within the school community is Spanish. If parents are in need of assistance from a translator, in-house support is provided by staff members.

If any three questions on the HLIS (any 1 question from questions 1-4; any 2 questions from questions 5-8) are answered in a language other than English the student becomes eligible for the NYSITELL. An informal interview is then conducted in English and the native language by a bilingual supervising school aide and the licensed ESL Teacher. Once potential ELLs are identified, they are administered the NYSITELL (within 10 days of enrollment) by the certified ESL Teacher. Students who score below proficiency on the LAB-R become eligible for state mandated services for ELLs. All new entrants who have a home language of Spanish and score below proficiency on the LAB-R will be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing ESL services. Scores will determine the child's proficiency as either beginning, intermediate, advanced, or a proficient level. Children who score at a beginning, intermediate or advanced level of proficiency become entitled to ELL services. Proficiency levels determine the requirements for English as a Second Language (ESL) instruction. Students at Beginning and Intermediate levels receive 360 minutes/week of instruction; students at Advance level receive 180 minutes/week of instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Potential SIFE students are identified during the enrollment and ELL Identification process. Within the registration forms it is noted what the last grade was that the student completed and what grade he is entering at the time of enrollment. In addition, whether there has been a lapse of time in enrolling the student into formal education. Therefore, newly identified ELLs, in grades 3 to 9 who have had an interruption or inconsistency in their formal schooling, who are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results are administered the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. The pedagogue who administers the NYSITELL will follow-up with the SIFE process or notify the ESL teacher to initiate the process within 10 days of the student's enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Students with an IEP follow the same ELL identification process. However, once the student is identified as having an IEP, the IEP/SETTS teacher provides all the teachers who directly work with the student a copy of the IEP including the ESL teacher. They conference regularly to facilitate meeting both the IEP and ESL goals. The members of the LPT team include both the Principal and the Assistant Principals, the math coach and testing coordinator, the IEP/SETTS and the ESL Teacher.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL Teacher prepares the entitlement letters and non-entitlement letters within the five school days after the NYSITELL is scanned and score is determined. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher. Additionally, the Parent Survey and Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and return signed forms.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment at the ELL Parent Orientation Meeting held at the beginning of the school year. During the orientation parents are given information about our school and programs offered and their rights and choices within the board of education.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents will be notified in their home language (and English) of a Parent meeting at the school, where translation services will be provided. The meeting will include a viewing of the Orientation Video from the Department of Education, which will introduce and describe the three different ELL programs (Transitional Bilingual Education, Dual Language, and English as a Second Language) available in New York City. The licensed ESL Teacher will then further explain and answer any questions parents may have regarding the different ELL programs. Following the video, parents will be asked to complete a Program Survey and Selection form

and to select their program choice. The completed Program Selection forms will be on file in the ESL office and also be placed in the Student's cumulative folder. If a parent does not complete the Parent Survey and Selection form, several attempts will be made to contact the parent, if parent does not respond the default program is Transitional Bilingual Education (TBE). A list of such students will be maintained with parental contact information. If the number of parents within a language group is 15 or more on two contiguous grades, a bilingual class will be opened. Parents will be contacted and invited to participate in this program. Parents will also be given the opportunity to advise us in advance if they need translation services in the form of an interpreter for future meetings and/or events.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
A copy of all Entitlement (Entitlement, Continued Entitlement, Non Entitlement, and Non Entitlement/Transition) letters will be sent home. Copies will be maintained in a file in the ESL office and childrens cumulative folder for monitoring purposes. The same applies to HLIS forms and Parent Survey Selection forms. HLIS forms are completed and placed in each child's cumulative folders at the time of registration. Parents are informed of their child's initial placement by means of the initial placement and entitlement letters. These letters are sent home in both English and the native language. If a response is required and not received, we will have our translator call the parent at home. A full exchange of phone numbers will be completed between the school translator and the parents, and communication will be encouraged. At the start of the school year and ongoing, the ESL teacher and the bilingual supervising secretary will keep a list of the parents who need translation services so that the school may provide these services to them. The ESL teacher will articulate with the classroom teacher to ensure that these parents are responding to letters, notices, and general communication. Parent survey and program selection forms are stored in the ESL Teachers office, as well as in each child's cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The members of the LPT team meet regularly to discuss compliance issues and the ESL teacher is directly responsible for the maintenance of these records, and actively seek any missing documents which are kept in the compliance binder
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL Teacher prepares the placement parent notification letters within the five school days after the NYSITELL is scanned and score is determined. The original letters are signed by the Principal and sent home with the students.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all documentation is kept in the compliance binder which is monitored and maintained by the ESL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ELL teacher will work in conjunction with the school's test coordinator to ensure that all students are properly identified and administered each section of the NYSESLAT test. ATS reports will assist in ensuring that these students are fully administered their assessments.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL Teacher prepares the continued entitlement and transitional support parent notification letters within the first 5 days of school based on the ATS report "RLAT" which details the students the students NYSESLAT results. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time over the last few years, therefore, alignment between parents choice and program offering is consistent. This is due to the convenience of the location, which is near their home and family businesses. They continually choose to remain in our school's monolingual program although the other bilingual options are presented.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Gateway Intermediate School offers a freestanding ESL program which uses a push-in/pull-out model.

In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. Due to the size of our ELL population, we use an ungraded, heterogenous model.

The push-In model is implemented to provide targeted support to ELLs in content area classes. The ESL teacher pushes into the ELL students' language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As mandated, all beginning and intermediate ELLs receive 360 minutes per week of ESL instruction by a certified ESL teacher. This is supplemented by the extended day program. The ESL instruction is delivered through small group instruction with a focus on English language objectives, emphasizing reading and writing strategies. Advanced ELLs receive 180 minutes per week of ESL instruction as well as 180 minutes of ELA instruction. Transitional ELLs receive supportive instruction in the same manner.
3. Describe how core content is delivered in each program model. 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.

With the Push-In Model, the ESL the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The ESL teacher plans carefully with the general education teacher to ensure Common Core curricular alignment.

In the Pull-Out model, ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. Content area vocabulary is taught in conjunction with English acquisition. The ESL teacher plans carefully with the general education teachers to ensure Common Core curricular alignment
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Assesments for students are provided in translated versions in their native language to ensure fair and credible evaluation.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students will be engaged in lessons that are directed around all four modalities of English acquisition: Reading, Writing, Listening, and Speaking. Students are evaluated monthly in all four modalities through comprehensive analysis by the ESL Teacher. This will be documented and kept in the ESL office. Depending on the student's proficiency level, the appropriate resources will be used to evaluate each modality; Listening, Writing Conventions, and Reading will be evaluated using multiple-choice items; Writing, using an open-ended direct writing assessment; and Speaking, using a performance test.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusInstruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

6a. There is one SIFE student currently enrolled in the ESL program. This students with interrupted formal education will be provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

6b. Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. There are two ELL newcomers student at IS 364. Newcomers/ELLs in school less than three years participate in small group, task-oriented learning activities that guide the production of language both in verbal and written form. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers

6c. Plan for ELLs in school 4-6 years

Both the classroom teacher and the ESL teacher use scaffolding and realia to ensure;

- academic rigor;
- the use of ESL methodologies during instruction;
- alignment of all instruction with the NYS/NYC standards; and
- the recruitment and retention of high quality teachers of English Language Learners.

Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention

services in ELA, math, social studies, and science in small group tutorial sessions after school and / or before school.

6d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support provided through a Personal Intervention Program that may include additional instructional time through an after-school program and/or an extended week program

6e. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT.

Accommodations include:

1. Time extensions (i.e., time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. Written responses in the native language; and,
7. Third reading of listening selections (only for the State English Language Arts assessments)

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school ensures the student's academic progress has not been adversely affected by scheduling a meeting with all the teachers who service the student to determine this between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student). Information such as exams and classroom assignments will be evaluated by the members of the LPT team, the student's classroom teacher and any other related services teachers that serves the child. At that time the principal will make an appropriate decision pursuant to CR Part 80 which may include but not limited to the provision of additional support services to the student such as a bilingual or English to speakers of other languages teacher, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. Parent/guardian will be notified in writing in the parent's preferred language within 10 school calendar days.

8. 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?

Chart students with disabilities receive differentiated instruction that follows the Common Core State Standards developed for English Language Arts, including English Language Learners. To assist, ELLs meet high academic standards in becoming proficient and literate in English, emphasis is placed on instructional environments that are language rich and require students to both understand spoken and written words and be able to express that understanding orally and in writing. Vocabulary learning takes place through meaningful participation in the content areas. Support services specifically target explicit literacy instruction across all content areas. Typically, these students perform below grade level in reading and writing, and as a result, struggle in all content areas that require literacy. These students have different needs from those of newly arrived ELLs and as such they need to be in separate groups from the newcomers. Long-term ELLs need to focus on literacy in English rather than on the development of oral language. Literacy in Content - such as Math, Science, and Social Studies - that focus simultaneously on content and literacy learning are areas of concern. For example, focus may be put on comparing and contrasting across content areas. Classroom teachers are prepared to teach language through content. Practice Books are used to strengthen reading and writing skills

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

Both the push-in and pull-out model are utilized to ensure that the diverse needs of the ELL-SWD are met. In the pull out model, our ELL students are pulled out of their regular classes and provided individualized instruction by our ESL teacher to meet proficiency in the targeted language. The push-in model is implemented to provide targeted support to ELLs in content area classes thus ensuring to maximize time spent in a general education setting. The ESL teacher pushes into the ELL students' language arts and subject classes to provide assistance while the child is in their regular educational setting. This method provides students with continuity of instruction and support for both the student and subject teacher.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

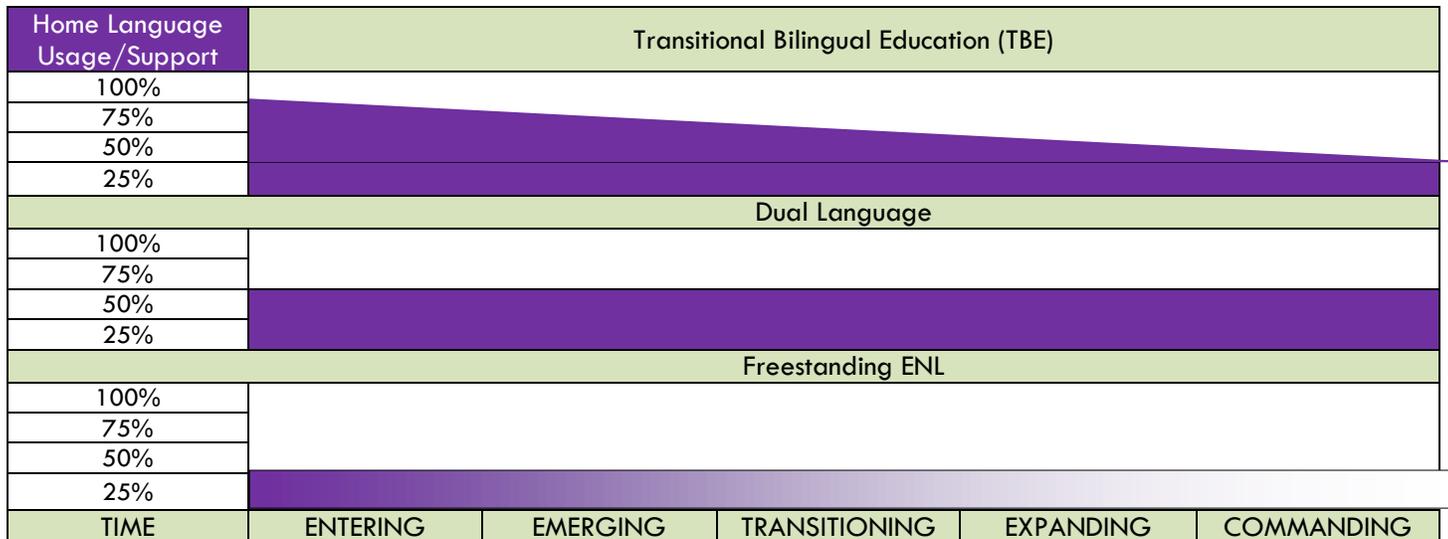


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Some ELLs require supplemental services to achieve proficiency to meet the New York State Standards in language arts and mathematics. The New York State English Language Arts test results show that these learners are weak in the following literacy skills: finding the main idea, sequencing, drawing conclusions, and making inferences. Therefore, extended day activities held twice a week on Mondays from 2:25-5:25 emphasize academic vocabulary development, critical thinking, and writing skills. Preparing for the New York State English State Language Acquisition Test (NYSESLAT) is another important aspect of the program. Math intervention includes an emphasis on math definitions and vocabulary, problem-solving practice, as well as student participation in negotiating meaning for mathematical situations and in mathematical practices that require output from students. Students will develop mathematical reasoning by making conjectures, presenting explanations, and constructing arguments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our current program can best be measured by students outcomes, as noted on the 2013 NYSESLAT results. Of two students, one is at the intermediate level and the second advanced. Both students, currently in self-contained special needs classes, have demonstrated growth as a result of the intervention offered by the ESL program. All teachers have access to data regarding ELL students through the ARIS system.
12. What new programs or improvements will be considered for the upcoming school year?
Future Plans for ELL Programs –Describe changes planned- improvements
To further assist our ELL population in attaining English Proficiency, our pull-out/push-in program will continue to provide additional instructional support utilizing ESL strategies and the new ELL standards. We will also continue to implement the Balanced Literacy prototype. In addition, we will continue to utilize the data from the Acuity System, ARIS, Items Skills Analysis Reports, ATS, and in-house assessments to differentiate instruction for our ELL population. Furthermore, we will conduct professional development workshops for teachers of ELL students to increase their knowledge of best practices for sustaining and accelerating the achievement of all ELL students. Common planning time will be programmed to allow the ESL teacher, language arts teacher and addition subjects to meet and plan instructional strategies to assist the ELL students in the regular educational setting. To further develop and execute the LAP, the LAP team will meet to discuss and prepare next steps for the ELL population. In addition, if funding allows, we hope to implement after- school program that runs from April-June giving students the opportunity to focus on intensive speaking and grammar skills as well as the reinforcement of skills acquired throughout the year
13. What programs/services for ELLs will be discontinued and why?
No ELL programs will be discontinued for the current school year
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded the same eligibility to participate in after school programs as other student. The after school program is conducted on Tuesdays and Thursdays through the school's 50 minute AIS extended day plan. This initiative is funded through Tax levy and Title I funding. Some examples are our NY Junior Tennis League program as well as our 21st Century Community Learning Center offerings.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We have also concentrated on increasing curricular materials that would enable our ELL students to receive appropriate instruction that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Computer programs developed for the support of ESL students are also used to bolster student ability and individualize instruction for ELLs. Instructional Materials and support include: rich visuals, maps, content from around the world (multi-cultural realia) used to demonstrate and explain concepts that are abstract and difficult to understand, sheltered English for Science, and Social Studies, graphic organized and scaffolding support, students work in dyads and triads, use of charts to break down content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ESL instruction is conducted in the English language with references made in Spanish, as needed, when differentiating word meanings and the utilization of context clues. Native Language support is given in the form of peer-interaction and by the use of bilingual dictionaries
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in native language to ensure effective communication and parent involvement.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Upon verification of entitlement, parents/guardians of newly enrolled ELLs are informed and invited to an orientation. At the orientation, information is given to inform parents of programs available to ELL students, state standards, assessments and expectations for their children.

19. What language electives are offered to ELLs?

ELLs are offered the following language elective at I.S. 364: Spanish

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. Staff development will include all teachers in the building. Teachers will receive professional development designed to support the implementation of the Chancellor's initiatives and regional/school goals for the instruction of ELLs. Workshops will be conducted by certified ESL teachers and other specialists.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
 2. Teachers of ELLs will be part of all monthly professional development activities to better accalmate them to the rigor of the new Common Core Learning standards. Weekly teacher team meeting will be conducted as part of the SBO voted on by teachers to provide additional meeting time to deepen their understanding of the shifts that come with the implementation of the new standards. Professional Development is provided for all personnel who work with ELLs, including paraprofessionals, guidance counselors, psychologists, speech therapists, librarians, coaches, secretarites, and the Parent Coordinator. Many of the strategies that are used with ELL students work equally well with non-ELL students. These include vocabulary development, emphasis on reading comprehension strategies, development of oral and listening skills, and modeling. Staff is also encouraged to attend QTEL training and OELL workshops throughout the year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. ESL teachers will attend ESL staff development meetings and workshops on a monthly basis. These meetings will provide teachers with opportunities to discuss current research, best practices, materials, NYS-ESL standards, NYS-ELA standards, instructional strategies and alignment to core curriculum and the application of the Core Knowledge prototype.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
 4. The ESL teacher supports staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist from the CFN. The training will be facilitated to staff in the spring. Each participant will be awarded a certificate of completion upon completion of the training series.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN partnership is made available to all staff. Teachers discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

A collaborative approach including Inquiry Teams will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies.

Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
 1. Parent involvement at IS 364 includes a variety of workshops on several topics offered throughout the school year. A monthly calendar of parent workshops and meetings is disseminated monthly to all parents. ELL parents are invited to an orientation, if needed, and all other workshops throughout the year. A meeting for ELL parents to discuss the ESL program, NYSESLAT and any concerns of the parents is currently scheduled for Wednesday November 13, 2013. Families are also invited to visit their child's classroom to see the strategies that are taught to the students during our Curriculum Night event during the last week in September. ELL parents are invited to participate class trips, and volunteer to assist with special events. There are parent meetings which take place throughout the school year. In September and October there are Orientation meetings for ELL parents to introduce them to the school, the curriculum and other extracurricular events. All ELL parent workshops promote the development of English language literacy at home. Translators are available as needed.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

The members of the LPT team meet regularly to discuss compliance issues and the ESL teacher is directly responsible for communicating with parents, the maintenance of these records, and actively seek any missing documents which are kept in the compliance binder
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to such activities such as educational trips, , recitals, PTA meetings, fundraisers for charities that benefit children, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about Let's Talk, and Basic English For Spanish Speakers
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
 4. The school currently partners with Learning Leaders, which is a voluntary training program that allows parents to assist teachers in the classroom. At this time, there are no other agencies providing services and workshops for ELL parents.
5. How do you evaluate the needs of the parents?
 5. Parent needs are evaluated by contact with the Parent Coordinator. The PTA decides on workshop ideas and topics, based on what other parents have requested.
6. How do your parental involvement activities address the needs of the parents?
 6. Parental involvement activities involve High School entrance and College and Career decisions, as per parent requests. Other issues, such as testing, data, ARIS parent link, and the like, are addressed with workshops as well.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Gateway Intermediate School</u>		School DBN: <u>19K364</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dale Kelly	Principal		10/30/15
Nicole Fraser-Edmune	Assistant Principal		10/30/15
Dollene Adams	Parent Coordinator		10/30/15
VACANCY	ENL/Bilingual Teacher		1/1/01
Monique Williams	Parent		10/30/15
Alison Cerami/ELA	Teacher/Subject Area		10/30/15
Steven Sullivan/Math/Sci	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
Amy Cohen	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **19K364** School Name: **Gateway Intermediate School**
Superintendent: **Joyce S. Harte**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Over the last few years our ESL population has consisted of mostly Spanish and Haitian Creole speaking backgrounds. There are teachers, school aides, and paraprofessionals that speak Spanish and/or Haitian-Creole languages. In this way documents can be quickly translated in the necessary language, we have not needed to look for a translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services. We have found that most parents/guardians are not in need of translated documents or interpretations.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including school aides and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's. This year there are 6 ESL students, the language backgrounds are: 5 Spanish speakers and 1 Haitian Creole.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Every year the school hosts many face to face meetings with parents, including parent-teacher conferences, orientation, parent engagement time every Tuesday afternoon as well as other activities. The foreign language speaking staff is in attendance and on call for when parents who need translation services come in. This staff is also utilized for any other needs that arise, including guidance counselor or calls to the student home if needed.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, school aides, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who

speaking Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, school aides, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers of ESL/ENL students and all staff who work with ESL/ENL students are informed at staff meetings at the beginning of the year of the foreign language staff available to assist with translation needs. In addition the Language and Interpretation Unit information is distributed at meeting and made available at the main office so that staff members will use the services when needed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

I.S. 364 will fulfill Section VII of Chancellor's Regulation A-663 by distributing Bill of Parent Rights and Responsibilities to Limited English Speaking Parents in their language of need. Additionally a sign in the languages spoken by our parent population has been posted in the main lobby indicating the availability

of translation and interpretation services. At no point will a language barrier prevent a parent or gaurdian from communicating with the school about their child's safety or well-being

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent feedback is gathered at face to face meetings held throughout the year as well as surveys conducted yearly. In addition, parents can meet with teachers at a scheduled time every week during the 50 minute period that is set aside for parent outreach and involvement.