

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q680

School Name:

QUEENS GATEWAY TO HEALTH SCIENCES SECONDARY SCHOOL

Principal:

JUDY HENRY

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Queens Gateway to Health Sciences
Secondary School School Number (DBN): 28Q680

Grades Served: 6-12

School Address: 160-20 Goethals Avenue, Jamaica, NY 11432

Phone Number: (718) 969-3155 Fax: (718) 969-3552

School Contact Person: Ms. Judy A. Henry Email Address: Jhenry2@schools.nyc.gov

Principal: Ms. Judy A. Henry

UFT Chapter Leader: Mr. Joseph Akomodi

Parents' Association President: Ms. Sandra Williams

SLT Chairperson: Ms. Sandra Williams

Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A

Student Representative(s): Brittney Moncrieffe / Ashaleigh Worrell

District Information

District: 28 Superintendent: Mr. Juan Mendez

Superintendent's Office Address: 30-40 Linden Place, Room 307

Superintendent's Email Address: Jmendez2@schools.nyc.gov

Phone Number: (718) 281-7696 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens – District 27,
28, 29 Director: Ms. Marlene Wilks

Director's Office Address: 8201 Rockaway Blvd., Queens, NY 11416

Director's Email Address: Mwilks@schools.nyc.gov

Phone Number: 917-520-6743 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and 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)
Judy A. Henry	*Principal or Designee	
Joseph Akomodi	*UFT Chapter Leader or Designee	
Sandra Williams	*PA/PTA President or Designated Co-President	
Shirley Black	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	
Tanya Bloomfield	Member/ Parent	
Bisnath John	Member/ Parent	
Cheryl Rochelle	Member/ Parent	
Saty Persaud	Member/ PTA Co-President	
Tyrone John	Member/ Teacher	
Janusz Krzesaj	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brittney Moncrieffe	Member/ Student	
Ashaleigh Worrell	Member/ Student	
	Member/	

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

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the 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 CEP 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 Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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.

The Quality Review 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 also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

Framework: Over the years our school has made progress in the number of students graduating from High School and also made progress in the State Performance for middle school. Key area of focus for the 2015-2016 school year is to ensure we continue to increase the graduation rates.

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

The mission of the Queens Gateway to Health Sciences Secondary School is to prepare all students to perform proficiently, exceed academic standards, and find productive pathways to knowledge as they learn to live constructively together. Gateway, through the collaboration of school, home and community strives to develop high expectations for all students in an educational environment that is safe and nurturing. We are committed to the use of appropriate instructional expertise, guidance services, academic intervention services, and the use of technology to support teaching and learning. We will continue to provide a college preparatory program in the health sciences, while respecting and understanding the needs and diversity of our school community. We will achieve this through an enduring community partnership that celebrates success for all students, support teachers' professional learning, innovation and creativity in teaching, strong relationships between parents, students and staff, and high standards of performance for all students.

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;

- maintaining the integrity of the Chapter 408.

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;

Provide Support for Integrated Collaborative Team Teaching by:

- **Review Chapter 408 to ensure all staff are aware about each Special Education student in their classes and work to give meaningful education to all Special Education and General Education students.**
- **Review the I.E.P. of the ICT students to ensure their needs are met.**
- To hold IEP meetings per student with special needs and their parents and IEP's team.
- To ensure students and parent voices are communicated throughout the IEP including their core subject teachers.
- To ensure related services providers are meeting needs of special ed students with IEPs.
- To provide the opportunity for General Ed and Special Ed teachers to share lesson plans so that specific modification and accommodations are integrated into every day teaching practices.

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;
- emersion in college and career readiness;

- seek opportunity for college and career readiness.

28Q680 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	779	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				13
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	10	# Drama
# Foreign Language	16	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		0.5%	% Attendance Rate	95.6%
% Free Lunch		60.3%	% Reduced Lunch	14.2%
% Limited English Proficient		0.6%	% Students with Disabilities	6.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	42.4%
% Hispanic or Latino		13.8%	% Asian or Native Hawaiian/Pacific Islander	38.5%
% White		3.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.5	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		2.6%	% Teaching Out of Certification (2013-14)	24.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	6.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		71.6%	Mathematics Performance at levels 3 & 4	73.0%
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)	88.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		92.5%	Mathematics Performance at levels 3 & 4	92.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		97.4%	% of 2nd year students who earned 10+ credits	96.1%
% of 3rd year students who earned 10+ credits		93.3%	4 Year Graduation Rate	95.1%
6 Year Graduation Rate		99.0%		
Overall NYSED Accountability Status (2014-15)				
Reward		X	Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
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	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	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	YES
White		N/A	Multi-Racial	YES
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	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		
Met Adequate Yearly Progress (AYP) in Mathematics (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		
Met Adequate Yearly Progress (AYP) in Graduation Rate (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	YES
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		

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.

Part 1 – Needs Assessment

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

Performance trends from Regents Item Analysis data revealed how students respond to the Constructed Response questions. Qualitative data from past Regents indicate that students do not respond to all questions from the Constructed Response.

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, we will increase the number of students passing all the Science Regents Examinations by 3-5%.

By January 31, 2016, 50% of all students will have passed their Science midterms to indicate progress towards our end of year goal.

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) 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?</p>
<ul style="list-style-type: none"> • Vocabulary Word Walls 	<p>General Ed, Special Ed, ELLs</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Students, Assistant Principals, BFSC, Counselors</p>

- Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
- Questioning Techniques with cross content question stems
- Planning and delivery of instruction aligned to Common Core
- Looking at student work using the Tuning Protocol
- Reading and writing task in each lesson.
- Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson.
- Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students).
- Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency.
- Planning and delivery of differentiated instruction to target students learning styles
- Planning and delivery of instruction aligned to Common Core.
- Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring.
- Mock Regents Exam
- Monitoring students' progress, tests, unit exams, midterms and finals
- Professional Development
- Aligning classroom instruction with state standards
- Curriculum available to parents
- Peer Tutoring
- Lessons with multiple entry points
- Guidance Counselors will collaborate with content teachers to provide services to students in need

<ul style="list-style-type: none"> • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and final examinations 			

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.											
Mock Regents Exam, After School Tutoring											
Mock Exam, Item analysis and their intervention – two teachers create uniform exams											
Per Session for Teachers											
Per Session for Administration											
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		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals.

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.

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, we will increase the number of students sitting and passing the Social Studies Regents Examination by 2-5%.

By January 31, 2016, 50% of all students will have passed their Social Studies midterms to indicate progress towards our end of year goal.

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 in order to support their children at home. 	<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?</p>
<p>Strategies/activities that encompass:</p> <ul style="list-style-type: none"> • Vocabulary Word Walls • Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) • Questioning Techniques with cross content question stems • Planning and delivery of instruction aligned to Common Core • Looking at student work using the Tuning Protocol • Reading and writing task in each lesson. • Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson. • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in 	<p>General Ed, Special Ed, ELLs</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Students, Assistant Principals, BFSC, Counselors</p>

each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring.

- Mock Regents Exam
- Monitoring students' progress, tests, unit exams, midterms and finals
- Professional Development
- Aligning classroom instruction with state standards
- Curriculum available to parents
- Peer Tutoring
- Lessons with multiple entry points
- Guidance Counselors will collaborate with content teachers to provide services to students in need
- Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices
- Teacher will monitor students' attendance and follow-up with parental outreach as needed.
- Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments
- Teachers will create an academic plan based on their scholarship report to increase student performance
- Teacher Teams will create and use standard-based/Regents-based rubrics for assessment
- Identification and intervention as part of the inquiry process
- Monitoring student progress via tests, unit exams, midterms and final examinations

Part 3B - Action Plan for School Environment

Goals:

<p>To establish a culture of positive attitude that supports academic and personal growth of students and adults in our school environment.</p> <ul style="list-style-type: none"> • Parent awareness of the survey and time-line to complete the survey. • Hiring committee to be established at Queens Gateway that involved the teaching staff. • Central time provided for the teachers to complete the survey. • Incentives will be given to the students whose surveys have been completed and returned especially those parents who completed their survey online and through hard copy. • Training on how to complete the survey will be provided to parents who are not comfortable with the technology. 			

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Mock Regents Exam, After School Tutoring</p> <p>- Per Session for Teachers</p> <p>- Per Session for Administrators</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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>Benchmark Assessments, classroom walkthroughs, grade level meetings, timely assessment of the CEP goals.</p>

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.

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

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 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By August 2016, we will increase the number of students accumulating credits in the four (4) core courses by 2-5%.

By January 31, 2016, 50% of all students will have passed their 4 core course midterms to indicate progress towards our end of year goal.

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?</i></p>
<p>Strategies/activities that encompass:</p>	<p>General Ed, Special Ed, ELLs</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Students, Assistant Principals, BFSC, Counselors</p>

- Vocabulary Word Walls
- Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students)
- Questioning Techniques with cross content question stems
- Planning and delivery of instruction aligned to Common Core
- Looking at student work using the Tuning Protocol
- Reading and writing task in each lesson.
- Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson.
- Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students).
- Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency.
- Planning and delivery of differentiated instruction to target students learning styles
- Planning and delivery of instruction aligned to Common Core.
- Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring.
- Mock Regents Exam
- Monitoring students' progress, tests, unit exams, midterms and finals
- Professional Development
- Aligning classroom instruction with state standards
- Curriculum available to parents
- Peer Tutoring
- Lessons with multiple entry points

<ul style="list-style-type: none"> • Guidance Counselors will collaborate with content teachers to provide services to students in need • Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices • Teacher will monitor students' attendance and follow-up with parental outreach as needed. • Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments • Teachers will create an academic plan based on their scholarship report to increase student performance • Teacher Teams will create and use standard-based/Regents-based rubrics for assessment • Identification and intervention as part of the inquiry process • Monitoring student progress via tests, unit exams, midterms and final examinations 			

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.											
Mock Regents Exam, After School Tutoring											
- Per Session for Teachers											
- Per Session for Administrators											
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		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

Benchmark assessment, classroom walk-through, grade level meeting, Teacher Team, timely assessment of the CEP goals.

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.

Part 1 – Needs Assessment

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

1. Scholarship rate of the mathematics department

2. Item Analyses of the department data

Qualitative data from credit count analysis and scholarship reports show that standards in the lowest third do not always accumulate ten or more credits in their core subject area, such as Social Studies, Mathematics, English and Science.

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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By August 2016, the number of students sitting and passing the Mathematics State Exam/Regents will increase by 2-5%.

By January 31, 2016, 50% of all students will have passed their Mathematics midterms to indicate progress towards our end of year goal.

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?</p>
<p>Strategies/activities that encompass:</p> <ul style="list-style-type: none"> • Vocabulary Word Walls • Weekly Writing Assignment (graded with rubric and actionable feedback by teachers to students) • Questioning Techniques with cross content question stems • Planning and delivery of instruction aligned to Common Core • Looking at student work using the Tuning Protocol • Reading and writing task in each lesson. • Use of past Regents Constructed Response questions as part of the summary and assessment for each lesson. • Weekly writing assignment (graded with a rubric and actionable feedback provided by teachers to students). • Identified students will be mandated to attend scheduled tutoring sessions that will address their learning needs as identified from tests for content proficiency. • Planning and delivery of differentiated instruction to target students learning styles • Planning and delivery of instruction aligned to Common Core. • Regular Afterschool and possible Saturday tutoring. A list of the topics to be covered each week will be posted in 	<p>General Ed, Special Ed, ELLs</p>	<p>September 2015 – June 2016</p>	<p>Teachers, Students, Assistant Principals, BFSC, Counselors</p>

each Science classroom. Teachers will also inform students of the topic that will be discussed at tutoring.

- Mock Regents Exam
- Monitoring students' progress, tests, unit exams, midterms and finals
- Professional Development
- Aligning classroom instruction with state standards
- Curriculum available to parents
- Peer Tutoring
- Lessons with multiple entry points
- Guidance Counselors will collaborate with content teachers to provide services to students in need
- Teacher teams will meet to monitor students' progress and to develop and implement researched base and innovative teaching practices
- Teacher will monitor students' attendance and follow-up with parental outreach as needed.
- Teachers will analyze and assess monthly how well students are mastering the mathematics performance indicators through monthly assessments
- Teachers will create an academic plan based on their scholarship report to increase student performance
- Teacher Teams will create and use standard-based/Regents-based rubrics for assessment
- Identification and intervention as part of the inquiry process
- Monitoring student progress via tests, unit exams, midterms and final examinations

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.

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

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	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant
	C4E	21 st Century Grant	SIG/SIF	PTA Funded	In Kind	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.

Teachers and school administration will continue to use data formal and informal to evaluate the progress of the students through test scores, homework, class work, etc. on a continuous basis to ensure meaningful learning and progress of the students.

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.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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?</i></p>

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.

--

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

--

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

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 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)	Failing	Interactive Writing	Group Tutoring	After School
Mathematics	Failing	Problem Solving	Group Tutoring	After School
Science	Failing	Reading / Writing	Group Tutoring	After School
Social Studies	Failing	Interactive Writing	Group Tutoring	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral Parents/Guidance Counselors	Parents/Guidance Counselors	Tutoring	After School

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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/info, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

- 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 Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: 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 CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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)

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. **Queens Gateway to Health Sciences Secondary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Queens Gateway to Health Sciences Secondary School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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 28	Borough Queens	School Number 680
School Name Queens Gateway to Health Sciences Second		

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 Judy A. Henry	Assistant Principal Luis A. Santiago
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Dilenia Moya	School Counselor Kellie Miller Nazaire
Teacher/Subject Area Kristine Gartner	Parent Sandra Williams
Teacher/Subject Area Alba Cohen	Parent Coordinator Carola Craig
Related-Service Provider Marybeth Mullen	Borough Field Support Center Staff Member type here
Superintendent Juan Mendez	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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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)	729	Total number of ELLs	2	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

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 checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" 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 type="checkbox"/>	No <input checked="" 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	0	0	0	0	0	0	0
Dual Language							0	0	0	0	0	0	0	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	2	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	0	0	0	2	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 Spanish									0					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	0	0									0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0									0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0									0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	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: _____
--	---

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					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of 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)									1					0
Expanding (Advanced)									1					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											1			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											1			0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	2				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									0
7									0
8	2								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	1			
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____	1			
Chemistry	1			
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	1			
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.
We are a secondary school with a health sciences mission. We receive reports from Elementary and other middle level schools which are taken under consideration. We use ARIS to make instructional decision based on the students' performance. This data is use by the classroom to differentiate instruction and provide support. Our school is specialized and selective about students we accept. Although we draw mainly from the Queens area, other students are admitted. Our two ELL students have made progress and are expected to graduate with a Regents Diploma.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across proficiency levels reveals that our ELL population is performing at the lowest level and require more instructional support. Current data reveal that our ELL students continued to make progress across all subject areas.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Teachers use the data to differentiate instruction, and develop objective and goals for the individual students. The Annual Measurable Achievement Objectives are to make programming and scheduling decision to ensure that students are given the best opportunity to succeed academically. The data reveals that ELL are in great need of instructional support. There is no data for AMOA 1 and AMOA2 for current year.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We do not offer a native language component in our school. The results of the ELL Periodic Assessments are use to set goals and align resources to support the ELL population.Paste response to questions here:

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](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
We do not have an free standing ELL program or a native language component. Native language is supported through Spanish Language course. Both students were born in the USA and Spanish is a foreign to them. Both students speak and write in English. English is not a new language for them.
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).
We evaluate the ELLs performance in State and Local examinations. ELLs are monitored and academic interventions are implemented when their appear to be following behind. We looked at their academic performance in all subjects, and examinations scores.

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.
At our school, Queens Gateway to Health Sciences Secondary School, we take steps to identify all students who may be ELLs. When newly admitted students arrive, we administer the Home Language Identification Survey (HLIS.) As part of the HLIS, we conduct an Oral Interview using the native language of the students to help determine proficiency or lack of proficiency in English. Within the first 10 days of school, the student is administered the NYSITELL examination. If student meets criteria for ELL status, parents are notified of their program options. We have pedagogues on staff who can help with the process. We have 3 teachers who are proficient in Spanish, 1 teacher who is fluent in Russian, 1 school aide is fluent in Bengaly. If a student may be eligible for ESL Services, we proceed with the formal assessment of the NYSITELL. During the spring of each year, we run an ATS report to aseratin the number of students eligibile for NYSESLAT and we put an order with the state for the assessment. We test all ELLs with the NYSESLAT in the correct level by grade band. Assistant Principal Luis A. Santiago, license Bilingual teacher administers the NYSESLAT. ELLs receive 180 minutes per week of instruction by a certified teacher. ELL students with Spanish home language reported on the HLIS will be given the Spanish LAB in order to assess their native language proficiency. The Spanish LAB will be administered as new Spanish speaking ELLs who come to Q680 and who have not previously been tested. ion here:
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).
Withing the first 30 days the students' classroom work is used to identify SIFE. Parents or guardians are interviewed to determine if the student is SIFE. The student is administer an oral interview questionnaire and the LENS. ELL teachers will examine the student's written work in their native language, and oral examination .
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).
The Language Proficiency Team is formed and reviews evidence of the students' English language development. The LPT then makes recommendation for the student to take the NYSITELL to determine ELL status. The LPT members are;
Luis A. Santiago, Assistant Principal Special Education
Luis A. Santiago School Administrator
Claire Williams, Parent
Dilenia Moya, ELL Teacher
Ms. Sandy Gonzales, Liason for Special Education.

Within 30 school days from initial enrollment the SIFE status begins. At the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their

formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are;

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.

Parents are provided interpretation services at the school. If no staff member is available, the school will call the Language Interpretation Unit for assistance.

At the orientation meeting parents are notified of available program options, and ELLs students are placed within 1 day. Parents are notified that they have up to 20 days to accept or reject the program choice.

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.

As parents arrive to admit their students, we advise them and orient them about programs that are offered in New York City public schools for ELLs. Parents may choose from among available programs: Transitional Bilingual, Dual Language or Freestanding ESL. We explain that Queens Gateway does not have a free standing ELL or Bilingual programs. Parents must be aware of their choices, and presented with a video that explains their choices. The Assistant Principal, Mr. Santiago, ensures that entitlement letters are provided for eligible students and ensures that signed letters are returned. We place students by grade level in appropriate classes. Staff in our school are available to confer with parents in their native languages. Paste response to question here:

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).

At the initial Parent Conference, they are notified of the three program choices and are informed that they have 45 days to appeal the ELL status. If translation is needed, the school will have staff available or will call the Language Translation unit for services.

Once the student's program has been determined based on the steps outlined above, the school send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.

All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record. In addition, the school maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review.

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.

The students at Q680 are screened thoroughly by the Assistant Principal Luis A. Santiago and Test Coordinator Michael Marsh, as they are accepted. Oral interviews are done by qualified pedagogues. The languages spoken by teaching staff include Spanish, French, Haitian, and Bengaly. When needed, we contact the DOE Translation Bureau. When a TBE/DL program is available parents are notified in their home language in writing. When a parent survey is not completed parents are notified that a bilingual program is the default program and that they must seek high placement for a school with a bilingual program. Parents are notified in their home language in writing.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents receive letter by mail and backpack in the home language. ELL coordinator ensures that forms are returned in a timely manner. At the beginning of the year parent conferences are help to inform parents of the available programs and choices.. Parent Survey & Program Selection Form is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. At annual meetings with parents, they are notified of the available program choices. After parents are informed of all three program models at the parent orientation, the school provides parents with a Parent Survey & Program Selection Form (in the parents'

preferred language), where parents can indicate their program choice.

The parent returns the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference.

The Parent Survey & Program Selection Form are entered in ATS (ELPC) as forms are completed. When a TBE/DL program is available parents are notified in their home language that the program is available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The parent coordinator reaches out to parents who have not completed the forms by mail and telephone. Letters are mailed in their home language and Parent Survey and Program selection is entered in ATS, and kept in the student's permanent record.
9. Describe how your school ensures that placement parent notification letters are distributed.
The Dilenia Moya, ELL Coordinator ensures that parents receive the letters of notification. Letters in their home language are mailed
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Mr. Parker, pupil personnel secretary is responsible for maintaining all records. Ms. Dilenia Moya, ELL Coordinator, Mr. Luis A. Santiago, Asst. Principal have access to ELL documentation. Original copies of all ELL documentation are kept in their permanent record.
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.
Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student is first administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student is administered the NYSESLAT to the extent possible. RLAT is used to determine who is eligible to take the examination. Examinations are ordered early in September. The NYSESLAT is conducted by Ms. Dilenia Moya, ELL Coordinator. If make-up dates are schedule within the 10 day period for testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the year the ELL Coordinator mails and backpacks letters to parents in their home language. The school keeps a file with the parents choices for ELL programs, and makes programming decisions based on those choices. Parents are notified of the available program choices by mail in their home language.
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).
Since we do not have an ELL program, there is data to collect.

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.
We do not have an ELL program
 - b. TBE program. *If applicable.*
We do not have a TBE program.
 - c. DL program. *If applicable.*
We do not have a DL program
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)?
Each individual period of class at our school is 46 minutes. All ELLs receive one class period of ESL daily, as well as one ELA class daily, totaling 460 minutes per week of both ESL and ELA instruction.
3. Describe how 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.
The instructional language of the content area is English. Students are given opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing, assignments the teacher assigns to students, he provides an annotated model written either by himself or a student. Modeling is a key strategy the teacher embeds into nearly every lesson in order to “show” students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according students’ reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes.
Struggling students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are evaluated in their native languages in several ways. First, the teacher oftentimes asks students during student conferences what they are doing to enrich their L1, whether or not they intend to use/take the Regents in their native languages (and whether or not that would aid them), and whether or not an L1 literary text would enhance understandings of a text that the class is reading. In addition, students are allowed to use dictionaries in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Assessments are conducted in all four modalities during specific testing periods and through daily classroom instruction. Teachers conduct formal and informal assessments of the students. Assessment occur informally daily and formative during unit test, quizzes and midterm examinations. Online tools such as MYON are used to determine lexile levels.
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 statusFor ELL subgroups, plans are in place to provide relevant instruction that meets their needs. At Queens Gateway, there is not a SIFE population since this is a selective school based on prior school performance. In the future we may have newcomer students who are talented but need ESL instruction to keep up with the demands of their classes. We will provide the required amount of instruction should newcomer students arrive. Regarding students with 4 to 6 years of ESL instruction behind them, we will ensure that such students are served and brought up to the Proficient level in a timely manner. For ELLs with special needs, such as the ELL student currently here at our school, we will provide the required amount and quality of ESL service. Even for a student with identified disabilities, ESL instruction provides a necessary piece of his or her education and future success. General education and ICT teachers work collaborative to provide differentiation and lesson modifications for ELL students. Former ELLs are provided acadmic support services such as tutoring. ELLs and Former ELLs are provided with

extended time for all examinations.

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.

Upon the written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process is completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
 2. School reviews all documents related to the initial or reentry identification process detailed above.
 3. School reviews the student's work in English and in the home language.
 4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
 5. School consults with parent or guardian.
- If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
 7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
 8. Based on the recommendation of the qualified personnel, Ms. Dilenia Moya, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
 9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
 10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
 11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, Dilenia Moya, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the

principal must provide additional support services 4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, 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, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands.

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?

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

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

The ELL teacher clarifies the instructions to the same students and follows up to teach vocabulary that is difficult for him or her. Targeted intervention for ELLs is provided in the following areas:

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

ELLs used computers and smart board in the classroom. In addition, they use electronic dictionaries to translate. ICT teachers modify lessons to ensure that ELL students are available to comprehend the material. MYON online program use employed to monitor students progress in their reading levels. School wide, teachers are provided with professional development on ELL students and successful strategies in the classroom. ELL Coordinators ensures that mandates for ELLs and ELL with IEPs are met including testing accommodations. We do not have a bilingual program.

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?

Teachers in the planning of their lesson use various entry points to address the learning styles and proficiency levels of ELL with IEP goals. Advanced students are placed in ICT classes where they received the support of an instructor. In ICT students are given additional support and time to accomplish the assignments. In addition, the ESL teacher works collaborative with the content area teacher the support the learning goals of their ELL students. Our school offers the least restrictive environment to all students.

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

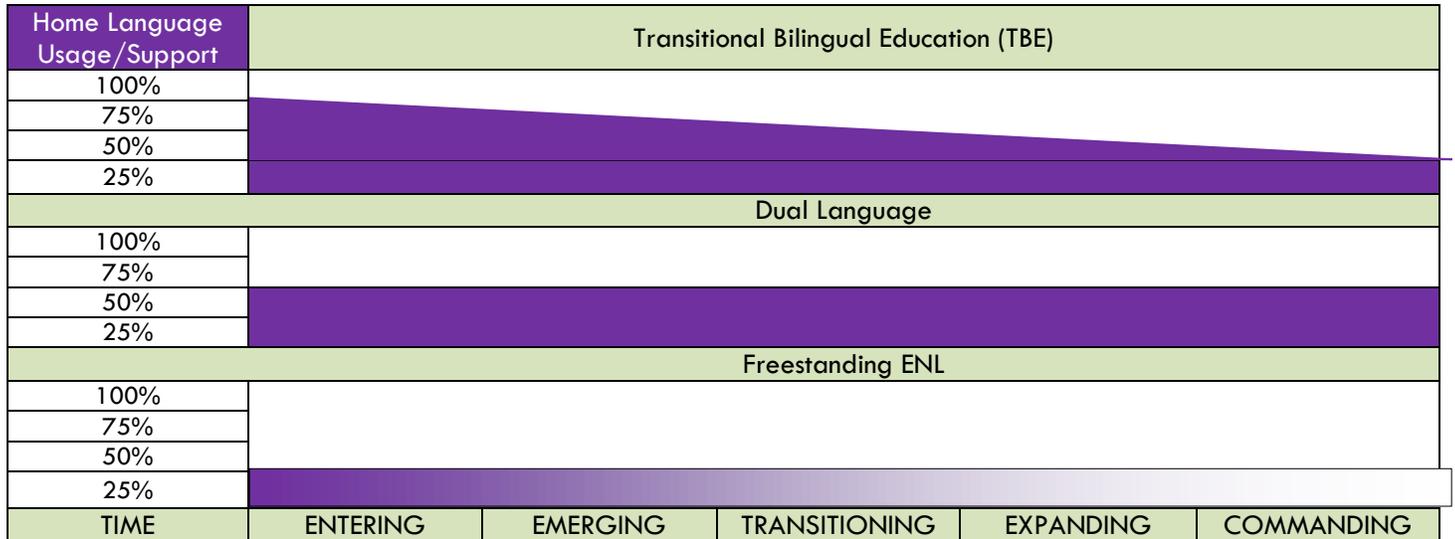


*Note “other approved services” does not apply to New York City at this time.

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. Queens Gateway to Health Sciences provides targeted intervention for ELLs in ELA, math, and other content areas. The school provides tutoring services for the middle school students and Regents preparation for High School students across the main academic subject areas, ELA, Math, Social Studies and Science. At present we do not have ELL students at the beginning level. However, teachers are prepared to dedicate their instruction to classroom groups that display wide ranges of literacy. We have counseling and peer tutoring services available for struggling students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We had one of our ELL students tested out of the ELL program. Our ELL population has made consistent improvement across all academic areas. We currently only have two middle school students who are ELLs. Data is reviewed and analyzed to determine the progress of the students. Teachers conduct informal and formal assessments in the classroom to determine student's progress and language acquisition.
12. What new programs or improvements will be considered for the upcoming school year?
We have implemented an ICT program for all students, and we have seen improvement in all subject areas.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All of our school programs are opened to ELLs including after school programs and PSL programs. Middle school students participate in the Sports and Arts programs that include physical and academic activities during the after school.
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.
When possible, native language support is given through each class. When necessary staff members are available to translate for the students. ELLs are able to use computers in the classroom including a SmartBoard in each room. ELLs are provided with leveled reading resources including the use of MYON to monitor the lexile levels and reading frequencies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
When possible, native language support is given through each class. When necessary staff members are available to translate for the students. We do not have these program models since there are only two ELL students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Queens Gateway to Health Sciences provides targeted intervention for ELLs in ELA, math, and other content areas. At present we do not have ELL students at the beginning level. However, teachers are prepared to dedicate their instruction to classroom groups that display wide ranges of literacy. We have counseling and peer tutoring services available for struggling students. Each grade level is assigned a Guidance Counselor. Graduating Seniors are provided with a College Counselor to ensure that students continue with a post secondary education.
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).
Since we had no newly enrolled ELLs before the beginning of the school year, we did not offer any sort of welcoming event or orientation for such students. However, we will seek to have such an event before the next school year. Newly enrolled ELLs are encouraged to participate in school plays and performances. Students participate in school clubs, Champs Program for middle schoolers and PSA for High Schoolers.
Mr. Shree Parsan COSA
Ms. Yvette Ortiz Multicultural Coordinator
Mr. Amin Champs Coach
Ms. Trialonas Athletic Director
19. What language electives are offered to ELLs?
ELLs are offered the opportunity to take Spanish classes for Foreign Language credits and, in certain cases, improve native language.
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.)

All ELL personnel are trained in the new Common Core Learning Standards. ELL teachers are encouraged to attend professional development workshops offered through the Department of Education.

Professional Development Days
November 3, 2015
January 29, 2015
June 2, 2015

Mr. Santiago, Assistant Principal
Ms. Moya, ELL Coordinator/Teacher
Mr. Georges, Special Education Teacher
Ms. Gonzalez, Special Education Teacher/IEP Coordinator
Dr. Bartolozzi, Music Teacher
Ms. Renyak, Art Teacher
Ms. Fisher-Hundley, History Teacher
Ms. Taylor, English
Ms. Lynch, Spanish Teacher
Mr. Krzesaj, Physical Education/Health Teacher
Ms. Lasher, Psychologist
Ms. Mullen, Speech Teacher
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?

During faculty and departmental meetings, teachers are provided training on ELLs in the classroom. CCLS workshops and training sessions take place during the whole year. Throughout the year teachers participate in professional workshops on ELL instruction, and attend training on ELLs in the classroom and strategies for ELLs. We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Teachers of ELLs are also encouraged and funded to attend facilitated workshops, DOE central sponsored trainings, and national and local conferences to learn about the best practices in teaching ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

During faculty and departmental meetings, teachers are provided training on ELLs in the classroom. CCLS workshops and training sessions take place during the whole year. As ELLs transition from the middle school to high school, their guidance counselor provides one-on-one support including meeting with the parents to discuss the future expectations. Guidance Counselors participate in professional development workshops on ELL throughout the year. At the high school level, the College Advisor, Ms. Sultzer ensures that students continue with a post secondary education.
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.

The 10 hours of training as required by Jose P. is provided throughout the year during staff and teacher team meetings. During faculty and departmental meetings, teachers are provided training on ELLs in the classroom. CCLS workshops and training sessions take place during the whole year. Throughout the year teachers participate in professional workshops on ELL instruction, and attend training on ELLs in the classroom and strategies for ELLs. We provide appropriate staff support through faculty and department conferences throughout the year and on PD days. Teachers of ELLs are also encouraged and funded to attend facilitated workshops, DOE central sponsored trainings, and national and local conferences to learn about the best practices in teaching 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?

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

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.

Records are kept in Ms. Delinia Moya's ELL Coordinator's office for annual individual meetings with parents. Parents are notified by mail, telephone and backpack in their home language. Translation is provided by school staff or by the Translation Services Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Gateway's main partner in the Community is the Queens General Hospital which is situated next to the school. Our students go there every week to participate in activities related to healthcare and research. We are proud of this vital connection. We also invite parents to go on trips with our students. Many of the parents are fully supportive of our efforts and contact teachers by phone or email. Translation is provided by school staff or by the Translation Services Unit.

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

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

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

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

5. How do you evaluate the needs of the parents? At PTA meetings and school conferences we receive feedback from the parents. The Parente Coordinator is in contact with the parents and advices the schools on parents concerns. Translation is provided by school staff or by the Translation Services Unit.

6. How do your parental involvement activities address the needs of the parents? We also invite parents to go on trips with our students. Many of the parents are fully supportive of our efforts and contact teachers by phone or email. We provide translation and interpretation as needed for parents including parents of ELL students. Open houses and orientations are frequent. The Parent Coordinators ensures that parents questions and concerns are answered and serves as a mediator between the parent and the school.

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: Queens Gateway to Health Scien

School DBN: 28Q680

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)
Judy A. Henry	Principal		
Luis A. Santiago	Assistant Principal		
Carola Craig	Parent Coordinator		
Dilenia Moya	ENL/Bilingual Teacher		10/10/10
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kellie Miller Nazaire	School Counselor		1/1/01
	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: 28Q680

School Name: Queens Gateway to Health Sciences
Superintendent: Juan Mendez

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.learn DOE.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.

We analyze results of the home language survey (RHLA) and the adult preferred language report (RAPL) to identify whose primary language is other than English. We use several datapoints and methodologies to assess the translation/interpretation needs of our parent body. We closely monitor the home language preferences indicated by the parents themselves in documents they filed with the Department of Education when they enrolled their child in public school. The Parent Coordinator and the Program Office determined the exact number and percentage of parents who are listed as having a home language other than English. We also consult with the Parents' Association to ascertain evolving parent translation/interpretation needs. Finally, teachers, administrators, and the Parent Coordinator communicate and collaborate to determine changing needs based on interactions with parents at parent/teacher conferences, from phone conversations and email messages, and as indicated at individual parent meetings.

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.

English, Spanish and Bengali

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.)

Students' Programs, Report Cards, Lunch Applications, Blue information cards, Progress Reports, Calendars, Parents Teacher-Conferences announcements, after- school program information, applications for Sports and Arts, Regents schedules and testings days, School Website, Jupitered grading and parent notification software, letters from school.
Every Tuesday - Parent Engagement
Parent Teacher Conferences
Monthly PTA Meetings

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.

Parent-teacher conferences, weekly parent involvement meetings, curriculum nights at beginnig of year, meetings with counselors throughout the year, student activities

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.

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

2. Describe 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.

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

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.)

The school will utilize the Department's Translation and Interpretation Unit's free dial up/over the phone interpretation service during Parent Teacher Conferences and other times as needed. The School will also use in-house staff to meet this need. At faculty meetings, staff will be reminded of the services available for translation.

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

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

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)

The school will use data provided in parent surveys and oral feedback from parents.