



THE QUEENS SCHOOL OF INQUIRY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 25Q252

ADDRESS: 158-40 76TH RD, 2ND FL., FLUSHING, NY 11366

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 25Q252 **SCHOOL NAME:** Queens School of Inquiry

SCHOOL ADDRESS: 158-40 76th Road

SCHOOL TELEPHONE: 718 380-6929 **FAX:** 718 380-6809

SCHOOL CONTACT PERSON: Meredith Rosenblatt **EMAIL ADDRESS:** MRosenblatt2@schools.nyc.gov

POSITION/TITLE

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Meredith Rosenblatt

PRINCIPAL, IA: Meredith Rosenblatt

UFT CHAPTER LEADER: Elizabeth Phillips

PARENTS' ASSOCIATION PRESIDENT: Melissa Carroll

STUDENT REPRESENTATIVE:
(Required for high schools) Vincent Colabella, Angela Song

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 25 **SSO NAME:** CUNY

SSO NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Meredith Rosenblatt	*Principal or Designee	
Elizabeth Phillips	*UFT Chapter Chairperson or Designee	
Melissa Carroll	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Suneida Cuadrado	DC 37 Representative, if applicable	
Vincent Colabella Angela Song	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephanie Barnes-Cruz	Member/ Teacher	
Lindsey Wolf	Member/Teacher	
Barry Frank	Member/Teacher	
Julio Penagos	Member/Teacher	
Yvette Shin	Member/Parent	
Judy Leung	Member/Parent	
Liliam Quintero	Member/Parent	
Donna Howard	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The goal of the Queens School of Inquiry (QSI) is to provide an engaging, challenging, well-supported, comprehensive education to students in grades 6 through 12 that prepares them to earn a college degree and become caring, successful, and self-confident adults. Our three Core Values Include:

Writing to Think and Learn Collaboration Inquiry

Beginning in the 6th grade, the Queens School of Inquiry (QSI) prepares students by developing academic skills in an environment that promotes inquiry-based learning and self management. A close collaboration with Queens College, the City University of New York and the Bill & Melinda Gates Foundation, along with a dedicated and expert teaching faculty, helps us promote college readiness and career awareness. We are a neighborhood school that emphasizes real life applications in our effort to educate caring and ethical citizens. As we expand into high school (this year we have our first 11th Grade) we are offering our high school students the opportunity to earn college credits through Queens College.

For extensive details on the mission, vision, college plan and day to day activities of the Queens School of Inquiry, visit www.queensinquiry.com.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Queens School of Inquiry, The							
District:		25	DBN:	25Q252	School BEDS Code:		342500011252		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11	√	
	K		4		8	√	12		
	1		5		9	√	Ungraded		
	2		6	√	10	√			
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			95.9	96.4/ 93.9	96.0 / 93.4
Kindergarten		0	0	0	Student Stability - % of Enrollment :				
Grade 1		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 2		0	0	0			97.9	97.8	97.8
Grade 3		0	0	0	Poverty Rate - % of Enrollment :				
Grade 4		0	0	0	<i>(As of October 31)</i>		2008-09	2009-10	2010-11
Grade 5		0	0	0			41.0	65.3	65.3
Grade 6		84	91	89	Students in Temporary Housing - Total Number :				
Grade 7		84	77	81	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 8		79	88	85			0	1	3
Grade 9		82	91	93	Recent Immigrants - Total Number :				
Grade 10		0	74	92	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	53			4	6	0
Grade 12		0	0	0	Special Education Enrollment:				
Ungraded		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Total		329	421	493			4	6	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	0	Principal Suspensions		5	14	16
# in Collaborative Team Teaching (CTT) Classes		14	26	27	Superintendent Suspensions		2	1	9
Number all others		18	31	34	Special High School Programs - Total Number:				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2008-09	2009-10	2010-11	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	Number of Teachers		15	20	26
# in Transitional Bilingual Classes		0	0	TBD					
# in Dual Lang. Programs		0	0	TBD					
# receiving ESL services only		17	17	TBD					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	5	TBD	Number of Administrators and Other Professionals	3	5	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	26.7	40.0	50.0
				% more than 5 years teaching anywhere	20.0	20.0	34.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	67.0	70.0	80.8
American Indian or Alaska Native	0.9	0.7	0.4		91.2	94.7	96.6
Black or African American	15.8	16.9	17.0				
Hispanic or Latino	24.9	24.5	26.4				
Asian or Native Hawaiian/Other Pacific Isl.	39.5	38.2	37.9				
White	18.5	18.8	17.8				
Male	48.3	47.3	45.6				
Female	51.7	52.7	54.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2007-08	2008-09	2009-10	2010-11			
			√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:	√		ELA:				
Math:	√		Math:				
Science:	√		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2009-10				Quality Review Results – 2009-10			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	71.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.3			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	12.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	44.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.8						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality

Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends:

- Transferring writing skills from ELA to content areas a challenge; also grammar and usage in ELA in all grades
- Student skills in reflecting and editing, based on teacher feedback is a 6th grade issue. Older students and their teachers see improvement in standards-based writing
- Rate of ELA improvement for students with IEP's slower than other students.
- Older students and struggling students do less homework.
- Environment supports those students who are self-motivated.
- College courses encourage student participation and motivate students.

Accomplishments:

- June 2009 8th grade Regents scores - 93% passing in Living Environment and 93.5% passing Algebra; 7th grade scores on 8th grade NYS science score – 95% at levels 3 and 4
- 9th Grade US History Regents: 92.5% passing rate
- College collaboration: College Immersion Programs, Career Institute, first college level course in 9th grade, Spanish 101, realigned for stretch to one year, on-going QC/QSI monthly planning meetings, 50% of current 11th grade students carrying a course load of at least 12 credits
- Snapgrades: online interactive grading notification program, weekly reports to parents, continued and expanded to include teacher comments and IEP modifications.
- ARIS introduced to all staff.
- All staff introduced to at least one PD session around Common Core Standards as of Nov. 1, 2010
- All staff members working in at least one Teacher Team
- Continuous improvement in student math performance
- Moved to ePortfolio system for all grades in 2010
- Increased independence in SETSS at 9th grade
- Introduction of first ICT class in 9th grade
- Improved writing, with evidence in portfolios, from grade 6 to 8
- Expanded ESL services
- Establishment of clubs, teams and sports, including a Middle School Basketball team
- Long-term writing assignments and hands-on projects on all grade levels in most subjects
- 6th and 7th grade daily AIS period and Common Planning every day.
- Use school-wide of Accountable Talk (University of Pittsburgh's Principles of Learning)
- Advisory on ALL grade levels with ALL teachers with strong College Readiness component
- Widespread use of laptops and desktops for research and presentations by students
- Introduced Student Government as of October 2010
- Revised 2010-11 schedule to include Library period for struggling students and staggered schedule to help with over-crowding

Aids and Barriers:

- Active Parent-Teacher Association
- ELA Coach one day per week to assist teachers
- Additional operating budgets from CUNY and Gates Foundation supports college level course offerings and immersion programs
- Career Institute program is integrated into Advisory curriculum
- Weekly professional development meetings for teachers to support year-long inquiry to school-wide assessment and grading policy
- ELL home background and code switching– (80% speak another language at home)
- Small school size means limited offerings for extracurricular activities
- Standardized tests as the only indicator of long term success
- School assessments are not fully aligned with standardized tests
- Revised budget may indicate a decrease in college course offerings
- **Decreased budget**
- Critical shared space issues in the face of a growing student population
- Balance between meeting NYCDOE mandates and college readiness requirements
- **Lack of adequate, up-dated and high school level science labs**

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals for 2010-2011

1. **In June, 2011, 50% of all 6th and 7th grade students who take the G.R.A.D.E. test in Fall 2010 will exhibit one or more years of growth in reading level.**

Students at QSI represent a wide variety of learning abilities as well as a broad spectrum of learning styles. Meeting those needs has been a QSI goal since 2006 and we will continue to work on this. Data from both the Progress Report and the SQR revealed that while our struggling students do make progress, our students who perform at levels 3 and 4 in ELA either remain static or fall. Students need varying approaches to high quality content that will result in individual ELA progress for students in all ability levels.

2. **100% of teachers will be exposed to and complete two professional development experiences around the Common Core Standards, and 75% of all teachers will plan and execute at least one unit of study using Backward Design based on the new Common Core Standards**

At QSI our core values are Collaboration, Inquiry and Writing to Think and Learn. In addition, our mission is to provide all students with an early college experience so they will go to and complete college early. To reach this goal, teachers must be supported in developing rigorous, standards based curricula that supports college readiness and provides students with deep and meaningful content knowledge.

3. **In 2009-10, 55% of 10th grade students earned 11 or more HS credits and are on track to graduate in 2012. In 2009-10, 88% of 9th grade students earned 11 or more HS credits and are on track to graduate in 2013. In 2010-11, 80% of 11th grade students, 95% of 10th grade students and 85% of 9th grade students present in September 2010, will accumulate 11 or more high school credits.**

The expectation for our students at each grade level in high school is that students will be able to accumulate at a minimum 11 high school credits. This performance standard enables our students to participate in our rigorous early college program with a high level of preparedness and academic behaviors that will ensure success.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In June, 2011, 50% of all 6th and 7th grade students who take the G.R.A.D.E. test in Fall 2010 will exhibit one or more years of growth in reading level.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - The 2010-11 academic program was revised. The eighth grade is now included as part of the high school schedule to provide early intervention. Students will no longer travel as a cohort. Classes are assigned based on previous year’s performance and need. Course identification and selection began in April 2010. - A revised Advisory program is being implemented for the 2010-11 school year. Students will meet as a whole group for one period each week. Individual meetings between advisor/advisee are scheduled once every two weeks. Advisors will use College Readiness goals to plan and implement Advisory. Students will track their progress on newly designed ePortfolios. - Off track students will be identified in Fall 2010. Students, parents and staff will meet in October 2010 to create Action Plans for the current school year. Monthly meetings with students and families will be held as needed. - The 37½ mandated minutes for high school will be devoted to our at-risk and off track students. - Additional electives in English, Literature, Science and Art are offered for 2010-11 school year. - Identify a team of teachers to research and implement on-line credit recovery courses and independent studies for our credit deficient students. Per session will be allocated using Gates budget. - Data Manager and School Counselor/College Counselor regularly monitor snapgrades.com to identify students not meeting academic proficiency/in danger of failing courses to provide intervention. - Use of Progress to Graduation tool to track progress and consistently analyze data and existing instructional and organizational practices with regard to credit accumulation

	<p>and/or college readiness expectations.</p> <ul style="list-style-type: none"> - March 2011 initiate plan for Summer School with NYCDOE or CUNY
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - Administrative and high school staff review of quarterly report cards - Daily Common Planning periods for middle school teachers. - Weekly paid Common Planning period for high school teachers. - Daily AIS period for 6th and 7th graders to address deficient reading and writing skills • Calendar and master schedule that reflects monthly 9th, 10th and 11th grade team meetings to monitor identified student progress, with review of current grades and attendance • Daily attendance check and follow-up • Final evidence: Using final grades reported on STARS and PTG tool
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. 70% of students of all ability levels will improve in their reading scores on NYS Assessments and 50% on G.R.A.D.E. exams. 3. 90% of students scoring at levels 3 and 4 will demonstrate an increase in scores of 2% more making one year's progress. 4. Students who participate in daily AIS in 6th and 7th Grade will show improvement in all classes as demonstrated by steady improvement in report card averages. 5. Students scoring at low level 3 and high level 2 will demonstrate an increase in ELA state scores and GRADE scores.
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Describe your goal.</p> <p>Students will improve the quality of writing in various genres and in all content areas.</p> <p>Set the measurable target that will define whether you have met your goal.</p> <p>100% of teachers will be exposed to and complete two professional development experiences around the Common Core Standards, and 75% of all teachers will plan and execute at least one unit of study using Backward Design based on the new Common Core Standards</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Set the measurable target that will define whether you have met your goal.</p> <ul style="list-style-type: none"> - An Inquiry Team composed of a cross section of content area and grade-level teachers will be devoted to the study and implementation of the Common Core Standards. This structure will empower school leaders and faculty to regularly evaluate and adjust curricular and instructional practices in response to student learning needs and the expectations of the evolving state standards, with a focus on building alignment and coherence between what is taught, and how it is taught and assessed. - The Inquiry Team will turn-key their findings to the whole staff - Staff will be encouraged to attend staff development opportunities presented around the Common Core Standards by our CUNY and ECI partners - An on-line group/forum has been created on queensinquiry.ning.com for teachers to discuss and track progress (also the CUNY PSO community for CCSS http://ccssatcuny.ning.com to share successes, seek support, and align resources across the network) with particular attention to capacity-building practices. - Our Technology Specialist and Data Specialist will collaborate to revise the grading template and format on snapgrades.com to reflect the new Common Core Standards. - Each month coverage will be arranged for a team of teachers so that they can collaborate on the design and implementation of Common Core Standards' based units using Backward Design. - Inquiry teams will meet on Wednesday afternoons for one hour and teachers will be paid per session for their time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> - A CFN representative will lead a Teacher Team through a comprehensive examination of the Common Core Standards. - Teachers will work in teams during Wednesday Professional Development periods to develop units of study using the Common Core Standards - Money will be allocated from our DOE budget and our RFCUNY budget to pay per session for Wednesday meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - By June 2011, 75% of teachers will have revised the scope and sequence of their courses on ATLAS to reflect the Common Core Standards - 75% of teachers will submit unit plans for at least one unit each that reflect Backward Design and the Common Core Standards - Classroom observations - Our core team dedicated to inquiry around the evolving state standards will have developed a transition plan for systemic and systematic integration of the CCSS across classrooms

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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • In 2009-10, 55% of 10th grade students earned 11 or more HS credits and are on track to graduate in 2012. • In 2009-10, 88% of 9th grade students earned 11 or more HS credits and are on track to graduate in 2013. • In 2010-11, 80% of 11th grade students, 95% of 10th grade students and 85% of 9th grade students present in September 2010, will accumulate 11 or more high school credits.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> - The 2010-11 academic program was revised. The eighth grade is now included as part of the high school schedule to provide early intervention. Students will no longer travel as a cohort. Classes are assigned based on previous year’s performance and need. Course identification and selection began in April 2010. - A revised Advisory program is being implemented for the 2010-11 school year. Students will meet as a whole group for one period each week. Individual meetings between advisor/advisee are scheduled once every two weeks. Advisors will use College Readiness goals to plan and implement Advisory. Students will track their progress on newly designed ePortfolios. - Off track students will be identified in Fall 2010. Students, parents and staff will meet in October 2010 to create Action Plans for the current school year. Monthly meetings with students and families will be held as needed. - The 37½ mandated minutes for high school will be devoted to our at-risk and off track students. - Additional electives in English, Literature, Science and Art are offered for 2010-11 school year. - Identify a team of teachers to research and implement on-line credit recovery courses and independent studies for our credit deficient students. Per session will be allocated using Gates budget. - Data Manager and School Counselor/College Counselor regularly monitor snapgrades.com to identify students not meeting academic proficiency/in danger of failing courses to provide intervention. - Use of Progress to Graduation tool to track progress and consistently analyze data and existing instructional and organizational practices with regard to credit accumulation and/or college readiness expectations.

	<ul style="list-style-type: none"> - March 2011 initiate plan for Summer School with NYCDOE or CUNY
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ol style="list-style-type: none"> 1. Tax Levy money allocated for college tutors 2. DOE budget used for after school tutorials led by teachers 3. C3 Grant allocations for parent workshops about credit accumulation in high school, college readiness and applying for and paying for college
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Administrative and high school staff review of quarterly report cards - Calendar and master schedule that reflects monthly 9th, 10th and 11th grade team meetings to monitor identified student progress, with review of current grades and attendance - Daily attendance check and follow-up - Final evidence: Using final grades reported on STARS and PTG tool

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	13	5	6	6				
7	12	8	10	10			22	
8	11	7	17	14			10	
9	13	1	12	11				
10		5	9	5				
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Daily AIS for 6th and 7th Grade students focused on skill building. Pre- and Post- assessments created by teachers to align with NYS ELA Exam and course standards will be administered one time each month. High school students are assigned to AIS as 9th period. Peer tutoring and Queens College tutors are available for all students on an as needed basis.</p>
<p>Mathematics:</p>	<p>Daily AIS for 6th and 7th Grade students focused on skill building. Pre- and Post- assessments created by teachers to align with NYS Math Exam and course standards will be administered one time each month. High school students are assigned to AIS as 9th period. Peer tutoring and Queens College tutors are available for all students on an as needed basis.</p>
<p>Science:</p>	<p>Daily AIS for 6th and 7th Grade students focused on skill building. Pre- and Post- assessments created by teachers to align with NYS 8th Grade Science Exam and course standards will be administered one time each month. High school students are assigned to AIS as 9th period. Peer tutoring and Queens College tutors are available for all students on an as needed basis.</p>
<p>Social Studies:</p>	<p>Daily AIS for 6th and 7th Grade students focused on skill building. Pre- and Post- assessments created by teachers to align with American History Regents exam and course standards will be administered one time each month. High school students are assigned to AIS as 9th period. Peer tutoring and Queens College tutors are available for all students on an as needed basis.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>As needed, determined by teacher, with parent.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>As Needed, determined by teacher, with parent.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Under a federal grant, two groups of 6th and 7th grade young women and one group of 6th grade boys will receive skills stream training from the Child Center of NY CSW, Diane Menzel. Once a week. Known as Young Women’s Leadership Program.</p>

At-risk Health-related Services:

As needed, determined by teacher, with parent.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

N/A No Title III allocation

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We use surveys of home language, ethnic breakdown data and informal data acquired by teachers and other staff. We also use ATS reports of home languages. QSI is a small school so communication is not a challenge.

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

Primarily we need day-to-day translators for four major languages: Spanish, Chinese – both Cantonese and Mandarin -, Korean and Urdu. This year we will probably also need Russian. Findings were reported to the SLT, PTA Executive Board and staff at appropriate meetings.

Part B: Strategies and Activities

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

We will provide written translations in Spanish, Chinese, Russian, Korean and Urdu of all DOE issued documents. We will use the DOE translation services for all school-issued documents and notices. Our Parent Coordinators will arrange for all written translations and keep a log of such

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

Translators in Spanish, Chinese, Korean and Russian are available on site at all times. For Urdu, we occasionally call on a parent volunteers. We also use the DOE Office of simultaneous translation for phone calls or parent visits when the needed language translation is not available among our widely multi-cultural staff.

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

We will provide written and oral translations for parents who speak a language other than English. We will post signs in a conspicuous place in the most used of our other languages informing parents of their rights to translations and the locations of any translation services, including the DOE website.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.
See the attached Parent Student Handbook. It is our contract between school, student and parent. This is our PIP and SPC.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

See Page 12

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(☑)</i>	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local						
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

QSI

Student and Family Handbook

QSI's Mission

The goal of the Queens School of Inquiry is to provide an engaging, challenging, well-supported, comprehensive education to students in grades 6 through 12 that prepares them to earn a college degree and become caring, successful and self-confident adults.

At QSI we believe that encouraging students to ask important questions, supporting them with the building blocks of knowledge, and then helping them acquire the skills of “how to learn” will best serve them as adults and life-long learners – through college and beyond.

Our Core Values at QSI are

Inquiry

Collaboration

Writing to think and learn

Letter from the Principal

Dear QSI Families,

The QSI Student and Family Handbook is designed to help you understand the Queens School of Inquiry. We at QSI have very high expectations – for you, our students and families – and for ourselves as well. We expect excellence.

You may use the handbook to understand all of our goals for you: academic and social. You may use it as a reference guide; it provides invaluable information about the people, policies, requirements and routines of QSI.

At QSI, we expect more from students than outstanding performance on report cards and state tests. Here we have Portfolios and Presentations, benchmarks that serve as gateways to the next QSI level. Students take an active role in managing their portfolios, demonstrating the products of their work and their deepened understandings. We expect that families, as well as student peers, staff and other community members, will join us for the Portfolio Presentations.

We have included a contract in the QSI Handbook, indicating our serious purpose in preparing our students for successful completion of college and a satisfying and useful work life beyond.

Please read the QSI Handbook and visit our website at www.queensinquiry.com. You are welcome to call our Parent Coordinator, Ms. Moyano, with any questions, concerns or suggestions.

Sincerely,
Elizabeth Ophals
Principal

Getting Ready for School

Forms

On the first day of school, students receive a packet of papers to complete and return. Completed forms are collected by Advisors. All papers must be returned by the end of the first week. Use the checklist below to help you determine whether you have completed and returned all necessary documents.

- _____ Blue Emergency Card
- _____ Permission Slip for Neighborhood Walk
- _____ Photography Consent Form
- _____ Consent for Use of Student Work
- _____ Internet Use Policy
- _____ Immunization Forms (**new students ONLY**)

School Supplies

A supply list for each grade can be found on the QSI website. In order to participate in class, students must have all of their school supplies by the end of the first week. Class work and homework assignments begin on the first day of school. School supplies are essential for completing work proficiently. If you are unable to purchase all of the items on the list, let your Advisor know immediately.

MetroCards

Within the first week of school, all students entitled to a MetroCard will receive their cards. In the event that a student loses a MetroCard, s/he must report the lost card to Ms. Neira between 9am and 2:30 pm in the main office immediately. The student will sign a log book to report the lost card. It can take up to one (1) week to receive a new card. In the meantime, it is the family's responsibility to insure the student's transportation to and from school. Students will not be issued a new card after the third misplaced card.

Family Involvement

Family involvement is a cornerstone to our students' successes. QSI requires that students meet accelerated academic standards in order to participate in and earn college credits while in high school. We understand that this cannot happen without a strong home to school connection. Therefore, we expect family to fulfill the following commitments during the school year:

1. Family members are expected to login and check their child's snapgrades.com account at least once per week.
2. Family members are expected to be active members of the school community. This means attendance and/or participation in the organization or running of at least two school-based events.
3. Family members are expected to attend their child's Portfolio Exposition presentation. These will be held once per semester for 6th and 7th grade students, twice a year for 8th grade students one time per year for students in 9th – 12th grades.
4. Family members are expected to attend and help assess their child's annual Portfolio presentation.

***QSI students are expected to maintain a grade of 75 or higher in all classes. If a student fails to maintain a 75 or higher in any course, parents are required to meet with the child, the child's Advisor, the course teacher and an administrator on a monthly basis to discuss, plan and implement interventions until the students' work and grades have improved.

Dress Code

In order to promote a more effective learning climate, foster school pride and self-esteem, improve student performance, teach students appropriate dress and decorum in their “work” place, and help to improve student conduct and discipline, the School Leadership Team of the Queens School of Inquiry has adopted the following dress code.

Students are expected to come to school everyday prepared to work. If a student does not adhere to the dress code then an appropriate piece of clothing will be provided by an administrator for the student to wear. If a student refuses, the parent will be called, and s/he is expected to bring new clothes to school or take the child home. An alternative placement will be provided for the child until suitable attire is worn.

ACCEPTABLE BOTTOMS

Jeans, “Dockers/Khaki” style pants, dress pants, Capri-length pants, shorts, skorts, and shorts are acceptable with the following conditions:

- All “bottoms” such as pants, jeans shorts, skorts or skirts must be securely fastened around the waist.
- Pants must be size appropriate.
- All shorts, skorts, and skirts may not be higher than 3” above the knee.
- Clothes may not drag on the floor.

ACCEPTABLE TOPS

- All “T” shirts, waist length sweaters, blouses, etc. must have sleeves.
- Tops must be size appropriate.
- Tops must completely cover the underarms, abdomen, back, shoulders, midriffs, chest, and cleavage at all times.
- Writing and graphics is permitted but shall not express inappropriate or violent thoughts.
- Undergarments must be covered at all times and shall not be seen through outer garments.

UNACCEPTABLE DRESS

- Pajama tops and bottoms
- House shoes or slippers
- Clothing with unzipped areas
- Any item of clothing that a student must hold in place to be compliant
- Accessories not typically worn as jewelry (Examples: long pocket chains, spikes, dog collars, combs, picks, safety pins.)
- Any clothing or accessories that promotes alcohol or tobacco, illegal drug use, sexual promiscuity, profane language, obscenities, vulgarities, racism, or that depicts harmful/violent acts.
- Hats of any type, except if worn for religious observance.

Academic Expectations

QSI students go to college early. Preparing for college requires hard work, great effort and determination. Organization is also an essential component to success. To ensure all students preparedness, we expect students to meet the following requirements. All students must provide appropriate documentation to prove that they have met these requirements at their annual Portfolio presentations.

Grades at QSI

QSI students are expected to earn a grade of 75 or higher in every course. A grade below 75 is considered failing.

All QSI students are expected to earn an 80 or higher on all Regents exams.

Failure to meet these expectations may result in repeating a course, retaking the Regents exam and/or postponement of her/his enrollment in college courses.

If a student is not meeting course standards then a parent meeting will be arranged. Parents of struggling students are expected to meet monthly with their child, child's advisor, course teacher and an administrator to determine the appropriate course of action. Possible interventions include after school homework help, working lunches, early morning Achievement Team and/or daily peer tutoring. Meetings will continue until the student is achieving a grade of 75 or higher.

Attendance

"To be early is to be on time; to be on time is to be late; to be late is to be resisted."

You need to be **in** school to succeed. At QSI we expect students to maintain a 95% attendance rate. Unexcused absence and lateness will not be accepted and may result in parent meetings, a permanent record within the student's DOE file, and school contact with the DOE Attendance Office

Excused absences include illnesses with a parent or doctor's note, a death in the family, or a religious holiday. Students must provide a note to the main office on the day she/he returns to school.

Regardless of the type of absence, students have one additional day for every day she/he was absent to make up missed work. It is the student's responsibility to retrieve all missed class work and homework assignments from queensinquiry.com and/or the appropriate classroom teacher.

The NYC Chancellor's Discipline Code forbids the cutting of any class or the leaving of school premises during the day without a parent or family member. Consequences for such behavior are serious and may include suspension.

School begins at 8:23 AM for 6th, 7th and 8th grade students; at 9:00 AM for 9th and 10th graders. If students are late, they must report to the main office to sign the Late Book. Chronic lateness (more than 3 times in a two week period) will be addressed immediately with significant consequences including meeting with parents, making up late time at after school or Saturday work sessions, and/or denial of permission to attend class trips and other social events.

Agenda Books

Completed agenda books must be maintained and kept throughout the school year. An agenda book that is at least 95% complete must be presented at every student's annual Portfolio presentation.

Advisors will check students' agenda books daily. Students can reference queensinquiry.com for any missed assignments and to help them complete their agenda books.

If a student has two days in a row blank or incomplete, then the Advisor will call home to schedule a meeting.

Queensinquiry.com and Snapgrades.com

QSI has provided students and their families with an interactive website. Queensinquiry.com is updated on a regular basis to provide the QSI community with information about the school, upcoming events and individual class assignments and happenings.

Homework will be posted daily and, if possible, handouts will be uploaded to queensinquiry.com.

Assignment completion, attendance and students' grades can be tracked on snapgrades.com. All students and parents have individual logins and passwords.

If new assignments are added, then grade updates will be made by late Friday afternoon.

Students and their parents will be expected to login and check snapgrades.com at least one time per week. Advisors will check student accounts weekly to insure that logins have been made.

Portfolio Expositions

QSI is an inquiry based school. We believe that students who learn to proficiently perform inquiry and master the art of presenting unique and personal work assignments will be ready for and successful in college. The Portfolio Exposition is one way our students learn how to perform inquiry and practice the art of presentation.

Students in the 6th and 7th grades must complete four (4) Portfolio Expositions per year. Each semester, a child will choose one topic covered in one of her/his courses to research more completely. The student must choose a different course to explore each semester.

Students will use a multi-media presentation accompanied by a written report to be presented during the QSI Portfolio Expositions that are arranged each semester. Parents/Guardians and family members are expected to attend. The student's Advisor, parent/guardian, peer and one teacher or community member will assess the exposition's proficiency using the QSI Portfolio Exposition Rubric. Dates for expositions TBD.

Students in grade 8 will complete two (2) Portfolio Expositions during the school year, and students in grades 9-12 will complete one (1) Portfolio Exposition each year. This is an in-depth inquiry project that requires precise planning, research, multiple steps, drafts, etc. Students must choose a different course topic to explore for each Exposition.

A multi-media presentation and formal research paper will be presented at the QSI Annual High School Inquiry Exposition evening. Parents and family members are expected to attend. The student's advisor, parent/guardian, peer and one teacher or community member will assess the exposition's proficiency using the QSI Inquiry Exposition Rubric. Dates for expositions TBD.

Portfolio Requirements

Year 7

All 7th year QSI students will submit a portfolio containing the following documents:

- A QSI high school transcript that documents completion of all high school credits and grades of 75 and higher in all QSI courses.
- A Queens College transcript documenting completion and passing of at least three (3) college courses.
- Copies of at least 6 college applications. This may include a general application with the list of six schools to which you have applied and/or a completed CUNY application with checks next to the six CUNY schools to which you have applied.
- Completed applications for at least three (3) college scholarships and/or college aid.
- A completed resume and cover letter. These are generalized documents that demonstrate the qualities and experience you have developed during your time at QSI.
- Record of the total number of Responsibility Hours you have accumulated during your tenure at QSI.
- Your autobiography. Your final draft must be on top followed by all supporting documents.
- Documentation of your final Exposition and a reflective paper detailing the growth you have demonstrated through your Expositions during your tenure at QSI.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled to achieve.
- At least two pieces of work that highlight your best academic achievements of your final year with a cover letter that states why you chose these pieces and the ways in which they reflect your best work.

The QSI portfolio panel will make a recommendation for QSI graduation upon submission of all of these items and the completion of a proficient presentation.

Year 6

All 6th Year QSI students will submit a portfolio containing the following documents:

- A QSI high school transcript that documents grades of 75 and higher in all QSI courses and Regents exam scores of 80 or better.
- Four (4) letters of recommendation.
 - two (2) from QSI teachers
 - one (1) from an Advisor, employer or field supervisor (community service)
 - one (1) from a peer
 - additional recommendations from teachers, administrators, community members, etc. are suggested
- A general college admissions essay. The prompt will be provided by your Advisor or can be taken from the general college application.
- Evidence of at least three (3) college campus tours.
- Evidence of completion of an SAT preparatory course along with your official scores from the SAT. In addition, you may submit your scores from the ACT and/or SATII exams.
- Completed applications for at least three (3) college scholarships and/or college aid.
- Record of the total number of Responsibility Hours you have accumulated during the school year.
- Evidence of your completed and proficient Exposition.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled this year and the ways in which these Self Discernment goals are helping to prepare you for high school graduation and achievement in college.
- At least two pieces of work that highlight your best academic achievements of your 6th year with a cover letter that states the ways in which this work demonstrates college readiness.

Year 5

All 5th Year QSI students will submit a portfolio containing the following documents:

- A QSI high school transcript that documents grades of 75 and higher in all QSI courses and Regents exam scores of 80 or better.
- Multi-media college presentation. The presentation must include at least two forms of media, which are but not limited to, PowerPoint, a poster, video, written reflection, etc. The presentation must highlight at least three (3) colleges/universities you may consider attending. In your presentation, you must document, but are not limited to, the following items:
 - academic courses and degrees offered
 - student life
 - athletics
 - work study/internship opportunities
 - available financial aid and scholarships
 - admissions requirements
- Your official PSAT scores with a reflective writing piece that states your strengths and weaknesses and performance goals for the SAT.
- A completed resume and copy of your working papers.
- Record of the total number of Responsibility Hours you have accumulated during the school year.
- Evidence of your completed and proficient Exposition.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled this year.
- At least two pieces of work that highlight your best academic achievements of your 5th year with a cover letter that states your goals for the coming year.

Year 4

All 4th Year QSI students will submit a portfolio containing the following documents:

- A QSI high school transcript that documents grades of 75 and higher in all QSI courses and Regents exam scores of 80 or better. On a separate piece of paper you must calculate your GPA and demonstrate an understanding as to how this number is derived.
- A college exploration poster. This poster is a creative demonstration of key words and phrases associated with college admissions and college life. You may choose to make this a general poster or you can make it specific to one college. Terms to be defined and discussed include but are not limited to:
 - college vs. university
 - academic coursework
 - degrees offered
 - student life
 - athletics
 - work study/internship opportunities
 - financial aid and scholarships
 - admissions requirements
- A completed autobiography documenting your life up to your first year in high school. This document will be revisited, revised and/or rewritten entirely in Year 7.
- Record of the total number of Responsibility Hours you have accumulated during the school year.
- Evidence of your completed and proficient Exposition.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled this year. The written reflection must specifically document college readiness indicators and your short and long term SMART goals.
- At least two pieces of work that highlight your best academic achievements of your 4th year with a cover letter that states your goals for successful completion of QSI during your tenure at this school where you will have to balance being both a high school and college student simultaneously.

Year 3

All 3rd Year QSI students will submit a portfolio containing the following documents:

- A QSI transcript that documents grades of 75 and higher in all QSI courses and Regents exam scores of 80 or better.
- A completed vignette documenting your most memorable experience as a middle school student at QSI.
- Record of the total number of Responsibility Hours you have accumulated during the school year.
- Evidence of two (2) completed and proficient Expositions.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled this year.
- At least four (4) pieces of work that highlight your best academic achievements of your 3rd year with a cover sheet that states your goals for success in high school.

Years 1 and 2

All 1st and 2nd Year QSI students will submit a portfolio containing the following documents:

- A QSI report card that documents grades of 75 and higher in all QSI courses.
- A completed vignette documenting a memorable experience with your QSI Buddy. (1st Year students ONLY)
- Evidence of four (4) completed and proficient Expositions.
- A written reflection about the Self Discernment goals you have worked to achieve and those with which you have struggled this year.
- At least four (4) pieces of work that highlight your best academic achievements with a cover sheet that states your goals for success in the coming year.
- Your completed and analyzed success chart with a written reflection..

Academic Work for Portfolio

Portfolio worthy work are long-term assignments that require multiple drafts and/or demonstrate a clear process that includes multiple steps to completion. The work demonstrates growth over time.

Responsibility Hours

QSI students must demonstrate college readiness in and out of the classroom. QSI students are members of and contributors to the greater community. Responsibility hours are documented hours QSI students spend working, volunteering, community organizing and/or helping others.

Portfolio Presentations

All portfolio presentation arrangements will be scheduled by the student with the help of the student's Advisor. QSI portfolio presentations are conducted in May/June. Advisors will schedule checkpoints throughout the school year to insure that students are making progress and will meet the required deadlines.

QSI portfolio presentations will be made before a panel of at least three (3) assessors. The student's Advisor will attend the presentation but will not assess. Assessors should be selected by the student and his/her Advisor and may include a teacher, an administrator, a family member, a community member and/or the student's employer or community service field supervisor.

During QSI portfolio presentations students show all completed pieces compiled in a portfolio binder and orally present how the Self Discernment indicators are incorporated into each piece that is included in the portfolio. Students who receive a proficient grade on their portfolios are prepared to move forward and begin the next year's portfolios. Students who receive a not yet proficient grade are expected to revise and redo the work and resubmit their portfolios within one (1) week.

Student and Family Contract

By signing below, you are indicating that you understand the expectations set for you in the *QSI Student and Family Handbook* and that you have had time to discuss it.

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Approved By: _____

Advisor

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Queens School of Inquiry, The					
District:	25	DBN:	25Q252	School		342500011252

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	
	1		5		9	v	Ungraded	
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.9	96.4/	96.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.9	97.8	97.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	84	91	89	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	84	77	81		41.0	65.3	65.3
Grade 8	79	88	85				
Grade 9	82	91	93	Students in Temporary Housing - Total Number:			
Grade 10	0	74	92	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	53		0	1	3
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	329	421	493	(As of October 31)	2007-08	2008-09	2009-10
					4	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	5	14	16
# in Collaborative Team Teaching (CTT) Classes	14	26	27	Superintendent Suspensions	2	1	9
Number all others	18	31	34				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	15	20	26
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	5	4
# receiving ESL services only	17	17	TBD				
# ELLs with IEPs	2	5	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	0	0	2
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	26.7	40.0	50.0
				% more than 5 years teaching anywhere	20.0	20.0	34.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	67.0	70.0	80.8
American Indian or Alaska Native	0.9	0.7	0.4	% core classes taught by "highly qualified" teachers	91.2	94.7	96.6
Black or African American	15.8	16.9	17.0				
Hispanic or Latino	24.9	24.5	26.4				
Asian or Native Hawaiian/Other Pacific	39.5	38.2	37.9				
White	18.5	18.8	17.8				
Male	48.3	47.3	45.6				
Female	51.7	52.7	54.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	71.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	44.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CUNY	District 25	School Number 252	School Name Queens School of Inq
Principal Meridith Rosenblatt		Assistant Principal Eric Glatz	
Coach type here		Coach type here	
Teacher/Subject Area Yvonne Frazier		Guidance Counselor Bobby Pinero	
Teacher/Subject Area ESL		Parent type here	
Teacher/Subject Area ESL		Parent Coordinator Rosemary Moyana	
Related Service Provider Inid Serrano		Other type here	
Network Leader Cass Conrad		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	492	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	3.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. An informal oral interview is done, followed by a Home Language Survey (HLIS) to determine entitlement into Freestanding ESL program at our school by RoseAnn Schillaci the attendance secretary. If it is determined that a language other than English is spoken at home- indicated by the HLIS survey- than the ELL student is administered a Language Assessment Battery- Revised (LAB-R) test by the certified ESL teacher within 10 days of enrollement. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services.

2. The ELL's English performance level is determined by looking at the test results on both the Listening & Speaking and Reading & Writing components of the NYSESLAT. The students score is examined and interpreted to determine the ELL's English performance levels. If a student does not reach proficiency in a particular modality, focused instruction is given in that particular area. Students are given sample NYSESLAT exams, and activities that center around the four NYSESLAT modalities, like, Rosetta Stone, The Milestones to Achievement program which guides students into the four specific skills and assessments they will need to learn and practice for the NYSESLAT. Also, instruction from the general education classes is taught and modified for the ELL population.

3. During our annual recruitment (in November for the high school and in December for the middle school) and Summer Academy events, parents/ guardians of newly enrolled ELL's are informed of the different ELL programs that are available. During these meetings, parents receive brochures available in different languages detailing our ESL program, and any questions and concerns they may have about the program are addressed (with assistance from a translator, if necessary).

4. Entitlement letters are sent to the parents/guardians after the surveys are returned and reviewed by the certified ESL teacher and Assistant Principal. Prior to the start of the academic school year, subsequent follow- up calls are made to parents.

5. The ESL program is the only program offered at QSI, and parents/guardians are informed about the program prior to making a choice. If a student's educational background warrants another choice, parents are advised about programs in other schools that may be more beneficial to the student.

6. The program is aligned with parents request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	19													19
Total	19	0	0	0	0	0	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	8
SIFE		ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 17	<input type="checkbox"/>	<input type="checkbox"/> 9	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
Total	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 17	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	19

Number of ELLs in a TBE program who are in alternate placement:

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

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
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1	1					4
Chinese									1	2		1		4
Russian							2		1	1				4
Bengali														0
Urdu							1			1		1		3
Arabic														0
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			2				3
TOTAL	0	0	0	0	0	0	6	1	4	6	0	2	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1 a. All instruction is given in English. In order to provide the required time, the ESL teacher pushes in their academic classes and works in collaboration with the content teacher to assist in differentiating instruction. Students are also pulled-out by the ESL teacher periodically to maintain the required units of instruction. 1b. The classes in the school are all heterogenously grouped.

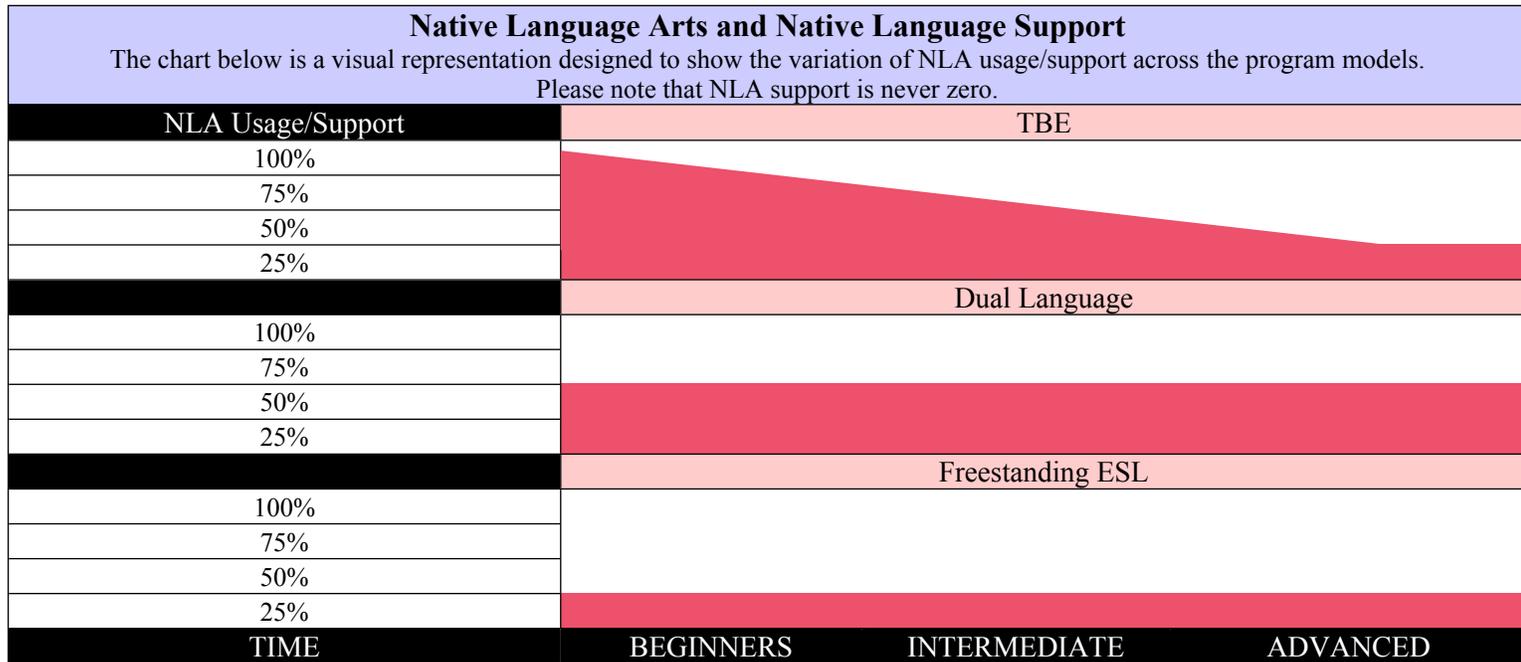
2a. The schedule of the ESL teacher is aligned with ELL students' class schedules. A schedule is put in place to accomdate all the required instructional minutes for each student. Minutes are delivered via inclass support and pull out periods.

3. The content is delivered in English with resources available to the students such as glossaies, visuals, realia, specific vocabulary support and ESL teacher support.

4. Due to the number of ELL students and ESL certified teachers all ELL students follow similar methods of instruction. The ELL students requiring the most intensive intervention are accommodated through pull out and access to resources such as interactive software to assist in language development and content understanding.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. ELA instruction is given using a sample NYSESLAT workbook that transitions to an ELA reading comprehension program. In addition to the NYSESLAT workbooks, all ELLs take the ELA Acuity practice exam. Math is made assessable to ELLs by using scaffolding, math vocabulary, rubrics, graphic organizers and assessments as needed for both middle school and high school students. Students are offered regents in their target language, and new students are paired with bilingual students. The program currently used in English is Milestones pre-literacy through transition. It combines a unique embedded assessment plan along with a balanced blend of literature and content reading.

The intervention services offered at our school are:

An Academic Intervention- Service program that offers one -to- one/ group help after school.

Advisory

Rosetta Stone

6. English Language Learners reaching proficiency receive support in the content areas such as history and writing, and. academic projects and discussions. Students benefit from visual support, building on background knowledge, pre- teaching vocabulary and making connections between content areas. At this level of proficiency students need more correction/feedback on their errors, even those that do not directly affect meaning. Language goals are discussed with students so the ESL teacher can assist in providing modeling and correction in specified areas.

7. For the general ELL population some improvements for next year are a library with ESL resources, such as, Foreign Language Materials in Easy-Access Displays, and Electronic Access to Materials in Other Languages. For the beginner and intermediate ELLs the Cambium Learning Technology is new program that may be considered for next year. This online literacy program address the specific instructional challenges that ELL student's face, such as, reading comprehension and reading content area texts.

8.No programs/services will be discontinued at this time.

9.ELLs participate in all programs available at the school. If translation is needed for instruction ELLs are paired with a bilingual student/or teacher who may speak the same language. The Drama club is a program that is assessable to ELLs. The Academic Intervention Program is an after-school program that is available to ELLs. The program provides a place and time for homework, extra academic support, and enrichment activities. These programs are particularly helpful for older students who may not have access to academic resources or help at home, or those with responsibilities such as working or caring for younger siblings.

10. In the classroom the students are provided with power point, visuals, read aloud, graphic organizers, smart boards, pre-teach, and modified curriculum, especially in the more challenging contents, like, history and science. In the early production stages of language acquisition students draw pictures to illustrate his/her learning and thoughts, summarized versions of the English books are provided, previewing the text, teaching grammatical structures relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening.

11. ESL instruction is delivered by certified English as a Second Language teacher in English only. ESL curriculum focuses on listening, speaking, reading, and writing in English through content themes occurring in the classroom. In a Bilingual program, content is delivered in the student's native language and in their second language (50/50). The goal is to maintain or develop bilingualism. Transitional bilingual education programs are both in English and in Spanish and designed to serve language minority students who are limited English proficient.

12. The ESL program is from K-12 and modifications are made for all levels and language proficiencies.

13. Letters welcoming families and describing the ESL program are sent to parents. In the letter students are advised of some of the activities, clubs and instructions they will do throughout the school year. Students are also invited to visit the school in August. This will help reduce some of the anxiety a student may feel about entering a new school, and any anxiety the parent might have.

14. The language elective offered at our school is Spanish.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers attend conferences at the UFT teacher center, take online digital workshops that include writing in content areas and differentiating instruction in high school.

2. Staff is made aware of the social and emotional needs of students as they transition from middle school to high school, such as, financial, translation and household responsibilities.

2. Parent's involvement include: social events, orientation to the school, parent groups, translators and interpreters, volunteers and community resources, and liaison. Notices are provided for parents who cannot attend school events in the home language that explain the purpose of the schools functions and what will be happening. Once a year there is a cultural event; food is provided and parents come with the children and meet other families and school staff.

3. It is an ESL training for all staff (including non-ELL teachers) within their first 2 years.

E. Parental Involvement

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

1. Parents attend open house twice a year. There are individualize and general parent teacher meetings. ESL parents can meet with the ESL teachers in a one-to-one conference, by phone or email. Parents are welcome to the school at any time. Parent one-to-one conference is in the ESL classroom where parents can observe what their child is doing.

2. There are workshops offered to parents of ESL students throughout the year.

3. Parents needs are evaluated by communicating with them and listening to their concerns. Some parents work long hours, so scheduling conferences are flexible. Parents/guardians are provided access to information and resources that will encourage success for the student. Literacy experiences in the home language are encouraged. Some parents are encouraged to take ESI classes and are given literature and information if needed.

4. Other parental involvement include: orientation to the school, parent groups, translators and interpreters, volunteers and community resources, and liaison. Notices are provided for parents who cannot attend school events in the home language that explain the purpose of the schools functions and what will be happening. Once a year there is a cultural event; food is provided and parents come with the children and socialize with other families and school staff.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

Intermediate(I)							1		1	1	1			4
Advanced (A)							3	2	2	3		1		11
Total	0	0	0	0	0	0	4	2	3	4	1	1	0	15

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1				4				5
7	1		1						2
8			1				2		3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			1		2				3
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8	1		1						2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math	4		3	
Math				
Biology	2			
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Additional Information

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

1. ECLAS-2 has been used to assess ELLs literacy skills. It used to target instruction based on an individual student's demonstrated strength and weakness. This information is helpful in planning newly enrolled ELL curriculum according to the student's language acquisition.
2. Out of 16 ELLs there are 11 moving towards the proficiency level. There seems to be a correlation between the language proficiency level and the grade of the students.
3. Students can be given more focused and challenging instruction.
 - a. Grade 6 and 7 were more proficient in levels 1 and 2 ELA exams while 8th grade was more proficient in level 3. In Math grade 6 was more proficient than 7th and 8th grade. In Science 8th grade was more proficient in level 3, and Social Studies the data is consistent for 8th grade.
 - b. The results of these assessments are used to target instruction. Acuity exams are administered in ELA and Math.
 - c. ELL's tend to do better in content areas where the English language is not so demanding, in contrast to content areas where use of higher level thinking skill for reading and writing is needed.
6. ELLs demonstrate comprehension by answering questions, understanding teacher explanations and directions, doing well in formal tests. Student support is less demanding in content areas and comprehension of difficult content is increasing where there is little or comprehensible input.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 25Q252

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		245320	245320
2. Enter the anticipated 1% set-aside for Parent Involvement:		2453	2453
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

See Page 12

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Page 12

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

See Pages 15-16

3. Instruction by highly qualified staff.

See Page 14

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See Page 14

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Our Social Worker works closely with the Beacon program operating in our building. Beacon, in coordination with our school social worker and parent coordinator, have organized evening programs serving local families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See pages 15-16

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 18-19

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			242867		
Title II, Part A	Federal			X			

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal	X			66550		
Tax Levy	Local	X			2531385		