



**QUEENS HIGH SCHOOL OF TEACHING  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 26Q566**

**ADDRESS: 74-20 COMMONWEALTH BLVD, BELLEROSE, NY 11426**

**TELEPHONE: 718-736-7100**

**FAX: 718-736-7124**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 26Q566      **SCHOOL NAME:** Queens High School of Teaching and Liberal Arts and Sciences

**SCHOOL ADDRESS:** 7420 Commonwealth Blvd Bellerose, NY 11426

**SCHOOL TELEPHONE:** 718-736-7100      **FAX:** 718-736-7117

**SCHOOL CONTACT PERSON:** Eric Contreras      **EMAIL ADDRESS:** [Econtre@schools.nyc.gov](mailto:Econtre@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jae Cho

**PRINCIPAL:** Eric Contreras

**UFT CHAPTER LEADER:** Michael Lieber

**PARENTS' ASSOCIATION PRESIDENT:** Audrey Carter

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Hailey Segan

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 26      **CHILDREN FIRST NETWORK (CFN):** 404

**NETWORK LEADER:** Terry Byam

**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
Jae Cho	*Principal or Designee	
Michael Lieber	*UFT Chapter Chairperson or Designee	
Audrey Carter	*PA/PTA President or Designated Co-President	
Sandra Dastagirzada	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Hailey Segan Rafael Amurao	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janice Schermer	Member/	
Christine Barrett	Member/	
Shari Heytink	Member/	
Kathy McCord	Member/	
Darlene Williams	Member/	
Angela Diaz	Member/	
	Member/	

(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.

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The Queens High School of Teaching is a 1,200-student (plus 80 D 75 students) School in the 404 Byam network. QHST from its inception was organized into three Small Learning Communities (SLCs - Montessori, Freire and Emerson) each with a dedicated Assistant Principal, Guidance Counselor, Teachers and nearly 400 students under one shared Principal. It is a model that has been implemented in two newer schools, Sunset Park High School and Metropolitan High School. It is also a model school on a national level receiving visits from the Los Angeles Mayor's Office, Baton Rouge Schools, Atlanta Schools, Bridgeport Schools, Buffalo and Houston in the past three years.

QHST's themed focus is Teaching. Students are not expected to pursue teaching as careers but they are expected to learn teaching skills across content areas. The end goal make explicit to students when they apply and are accepted to the school is that they will be teachers of whatever craft or career they pursue. QHST will give them the skills to facilitate teaching and learning across all disciplines. For those students who wish to go into teaching as a career option, QHST has Teaching Institute. Each year, QHST's Teaching Institute (T.I.) recruits 80-90 students who complete teaching Internships in k-12 classrooms and participate in a Teaching Seminar. Students in teaching institute are assigned a pre-K to 12 internship in the campus or neighborhood schools. T.I. has three major components:

1. The internship- Hands on applied practice. Students support instruction. Keep journals. Annotate low inference data, tutor small groups. And attend meetings with teachers.
2. The seminar- Similar to a graduate class, students debrief the applied practice of the internship. They look at professional article and books. They discuss educational theory and framework. Students also plan a unique student created educational conference, which is attended by peers from other schools, educators, researchers, professors and community members
3. 9<sup>th</sup> Grade Teaching Assistants- Students who enter with advance credits in Math and Science programmed as teaching assistants to classes within their cohort. In the past students have been successful but lacked the pre-requisite skills to teach their peers and also lacked a forum in which to share ideas. This year students were programmed for a separate 9<sup>th</sup> grade teaching assistant class. A rubric developed to determine which 9<sup>th</sup> grade students were eligible to participate.

QHST was successful in a career technical grant application to NYSED. We were granted an exploration year to develop our teaching sequence. The grant has allowed us to deepen our relationship with the local schools and form feedback forums with the cooperating teachers who agree to host our high school students. We are also planning our Fourth Annual Educational Conference. QHST is also an applicant for the NYSED Smart Scholars RFP grant and an applicant for the I-Zone Technology initiative.

QHST has a close partnership with ExecComm, which provided us with several university scholarships. (<http://www.exec-comm.com/>) QHST is a Professional Development School partnered with Adelphi University School of Education. As part of The Adelphi Model Initiative (<http://education.adelphi.edu/community/>), Professor Mary Lambert facilitates a one-day a week on-site education seminar with Adelphi student teachers who are fully embedded within the school day. The Time 2000 Math Program at Queens College (<http://qcpages.qc.cuny.edu/time2000/>) is closely aligned to QHST's philosophy and practice; we have recruited many math teachers from this program.

QHST works well with historically disenfranchised groups. We are a barrier-free school and have a District 75 (<http://schools.nyc.gov/OurSchools/District75/default.htm>) program - the Gardner Community - embedded. Thirty Gardner Community students are included full-time in General Education classes in the other three communities and 40 are included partially. QHST also includes about 80 students in Integrated Co-Teaching classes (ICT) most of these students were in self-contained classes before joining us. Additional students receive SETTS services. QHST is fully inclusive with no self-contained classes; all classes are mixed-ability with differentiation. Classes often have two teachers (ICT or push-in) and other adults (paraprofessionals and student teachers). Inclusion contributes to high academic success rates for

SWDs. The school ranks first of all the District 26 high schools in three key parameters; attendance, four year graduation rate and six year graduation rate.

The school has the highest graduation in the district in all of the subgroups; Black/African American, White, Hispanic and Asian. Mixed-ability groupings contribute to high academic success rates for African-American and “Other” students, English Language Learners (ELLs), and economically disadvantaged students.

The City University of New York (CUNY) College Now (<http://collegenow.cuny.edu/whatiscn/>) program offers college courses before and after school and on the weekends to accelerated students. Courses are taught on-site, at Queensborough Community College and at Queens College. Students receive CUNY credit. Some of the courses are taught by QHST faculty members as adjunct professors. CUNY funds this program.

Each student is part of an Advisory/ Drop Everything And Read (DEAR) program that meets four times a week with 17–20 students to one Teacher-Advisor ratio. This creates personalization.

Seniors at the school must all take a Senior Seminar option that models its classes on a college format. Each class has a syllabus and college ready material. Currently the offerings include Organic Chemistry, Legal Studies 101, Robotics, Theatre 101 and memoir. QHST ran for the first time a pilot program in AP US History and Biology. In addition students also have the opportunity to participate in the WISE program.

[http://www.nypost.com/p/news/local/queens/glen\\_oaks\\_high\\_school\\_helps\\_students\\_rUGl3rDesYdjuz5XXIQD0I](http://www.nypost.com/p/news/local/queens/glen_oaks_high_school_helps_students_rUGl3rDesYdjuz5XXIQD0I)

[http://www.yournabe.com/articles/2010/04/22/queens/qns\\_wise\\_program\\_20100422.txt](http://www.yournabe.com/articles/2010/04/22/queens/qns_wise_program_20100422.txt)

At QHST classes are student-centered with inquiry teaching and learning. Assessment is frequently mastery exhibition. We are currently trying to move all teachers along the inquiry continuum.

Leadership is distributed. The Leadership Team consists of the Principal, Assistant Principal of Organization, three SLC APs, coach from ISA and principal intern meet once each week. Each community is configured into three Community Grade Teams (CGTs) – 9<sup>th</sup> grade, 10<sup>th</sup> grade and upper cohort. CGT’s have three one-hour meetings a week. Teams are facilitated by Teacher-Facilitators. Each Community AP meets once a week with the Teacher-facilitators. Each community meets twice a month after school. Members of the school community may request that they sit in with leadership to discuss a specific item, thus creating an environment by which all teachers have access to implementing ideas and programs.

QHST is an Institute for Student Achievement (ISA - <http://www.studentachievement.org/>) Mentor School and is a model for schools that are converting into SLCs, are exploring inquiry-based teaching and learning, and investigating inclusion.

QHST has been successful in setting up external funding collaborations with CBO’s. With the Samuel Field YMHA, our community partner, we added new clubs such as, music, chorus, SOS, Science Olympiad, cheerleading, writing center, books and bagels, and after school tutoring. With the support of Councilman David Weprin, we expanded Collaboration with Young Audiences New York. To bring visiting artists to the classroom. Aggressive Grant Writing and collaboration with local elected officials brought in much needed revenue this year. Including 73K RESO A State Assembly Grant; 36K Technology City Council Grant; VTEA/ CTE \$12K; ISA 30K; YANY arts grant 15K. The school is currently applying to the following grants:

- a. Smart Scholars Early College Grant NYSED
- b. Science and Technology Entry Program Grant with Adelphi University
- c. Science and Technology Entry Program grant with St. John’s
- d. I-Zone Funding with DOE.

The school hosts over 24 sports teams, a number not typical for a school its size. The teams include fencing, golf, cricket, lacrosse, track and field and the borough’s first Rugby teams. On Saturdays and Sundays students may take wide menu of college and non college courses at the school. These courses are offered through collaborations we have developed with Queens College and Queensborough Community College. They may also take one of three SAT preparation classes. QHST offers a rich and vibrant after school offering for students.

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: % of days students attended*</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) – Total Number</b>				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained									

DEMOGRAPHICS							
Classes							
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions			
Number all others				Superintendent Suspensions			
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only							
				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School: Yes  No  If yes, area(s) of SURR identification: \_\_\_\_\_  
 Designated as a Persistently Lowest-Achieving (PLA) School: Yes  No

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level ( <input checked="" type="checkbox"/> )</b>		<b>Secondary Level ( <input checked="" type="checkbox"/> )</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 \*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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?

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These needs are cited from the above-referenced sources

### **School Commendations:**

The school has the highest graduation rate 4 and 6 year in the district.

The school improved on 16 of 25 progress report parameters

School met all the PPR goals for the previous year

- The curriculum offers a wide range of rigorous experiences and academic options, including the arts, during and after-school, to facilitate students' ownership of learning.
  - Classroom instruction engages all students and balances instruction with project-based experiences. In association with a teaching partner, students participate in a year-long teaching internship that combines research, observations and applied practical classroom practice at one of five participating schools.
  - A research and mentoring internship program is one option out of nine seniors choose. Students identify an area of research, recruit a school and field mentor and journal their work. Students present their rubric- assessed final project to a panel of teachers, administrators, parents and students. Audiences of over a hundred attend the culminating presentations. One student presenter who worked with Habitat for Humanity presented a video of her work in New Orleans after Hurricane Katrina, and shared her career path to work as videographer in a studio in Manhattan.
- Leaders make informed and effective organizational decisions across all aspects of the school to support improvements in learning.
- The school is organized into three small learning communities, each directed by an assistant principal. The principal, assistant principal, a leadership consultant and a coach comprise the cabinet and meet weekly. The leaders of the small learning communities then meet with their staff including a dedicated arts teacher and guidance counselor. This tiering of distributed leadership ensures coherence and offers close and detailed attention to individual students and subgroups. Students and parents closely identify with the small learning community and the school as a whole.

- Grade-level, interdisciplinary teams provide all academic and wrap-a-round services for students. Teams meet three times a week for curriculum mapping, advisory planning and student case study. Each teacher on a team teaches the students studied, and one member of the team is the advisor for those students as well. This structure ensures speedy attention to students' needs and efficiently supports families who are always invited to discuss their children's concerns.
- Regular use of a wide range of relevant data provides an understanding of the performance and progress of individuals, by group and subject that effectively informs instruction and organizational adjustments.
  - The school uses Regents data, periodic assessments and student work to make effective adjustments to school structure to meet the learning needs of students. In order to more closely track student interim progress additional marking periods were introduced this year beginning with extensive opportunities for Regents preparation last summer. This resulted in significant increases of achievement in four of the five examinations from the January 2010 Regents administration.
- The principal, data specialist and guidance counselors harvest data from the scholarship report to track student performance. This data is part of the advisory discussion with students where goals and progress are monitored. When the data specialist identified a targeted population who was making little progress in mathematics, highly focused Regents preparation and realignment of instruction resulted in a significant improvement in math Regents scores for this group. This practice is now utilized for targeted students as needed and embedded school-wide.
  - The school provides especially effective support for special education students, who make outstanding progress in raising their achievement levels.
    - An extremely effective collaboration with District 75 seamlessly integrates students into the larger school community where they make progress at or above the level of their peers. Teams of teachers make good use of periodic assessments and on-going analysis of student work to implement strategic instructional and curricular actions for special populations.
    - Teachers ensure differentiation for students in thoughtful alignment of assessments that furnish reliable portraits of each student's strengths. Teams of teachers create, plan and grade periodic assessments and then benchmark student progress through individual student conferences.
  - Parents are key partners in their child's education and are kept well informed of school programs and their child's needs.
    - Parents have timely access to an online record book that includes class grades and progress on assignments and homework, and receive a progress report four times a year. An automatic phone dialing system is programmed to contact any group or individual. As one parent said, "No chance, you don't know how your child is doing!"
    - The school uses a social networking site as another vehicle for instant communication with families about events and celebrations. For instance, one of the school's graduates, now a freshman in medical school, was recently featured in the spring 2010 issue of Institute for Student Achievement with his article about how transformational his high school experience at QHSTLS was. Parents are partners in decision making as well, and the school leadership team is playing an instrumental role in planning for impending budget cuts.

- Effective student support services and collaborations provide students with a wide range of opportunities to grow academically and socially.

- The school has strong collaborations with several organizations that provide classroom management support for teachers as well as coordinating student affairs.
- An effective partnership with a youth employment agency and a community group ensures summer jobs for a large number of students, who rely on this as a vehicle to save for college.

The principal and his cabinet establish effective systems for self-evaluation, review and modification of curriculum, instruction and organization improving student learning, assessment literacy and building capacity

- Weekly cabinet meetings and grade level interdisciplinary teams highlight distributed leadership and enable swift, efficient school-wide strategic recalibrations to curriculum and instruction based on harvested data.
- Drop Everything and Read (DEAR) is implemented school-wide, and students and their advisors now read for one period daily. This component, added to the schedule in direct response to Regents and periodic assessment data, has resulted in a significant improvement in English and humanities grades.

#### **Recommended Needs**

- Provide feedback to students with detailed reasons for their success and clear next steps for improvement based on specific rubrics or state indicators to help them set and achieve their goals.
- While teachers and advisors regularly share student achievement data with students and their families, and support parents in using their online record books for further information, explicit next learning steps to achieve identified school and state standards and expectations for individual learners are not yet always clearly and consistently defined. Thus, parents may not have clarity on ways to assist in furthering their child's progress.
- Extend the use of professional collaborations to include key elements of teacher work that are shared and result in adjustments to curriculum, instruction, assessment and allocation of resources.
- The school has seen a sharp increase in the number of students who accept the school's acceptance offer. The attrition rate has decreased over the past three years. (29%, 24%, 18%) This has led to an increase in the number of students in classes including oversized classes. The school has taken corrective action by decreasing the number of offers. The number of students applying to the school increased from 1234 to 1520.
- School needs to increase the response on the parent surveys, while 92% of teachers and 72% of students responded; only 24% of parents responded. The school has but in incentives and will work closely with parent coordinator to address this deficiency.

#### **Trends Identified:**

An increase in the number of students applying

A decrease in the number of student incidents

Larger Class size

Move private and grant funds

Revisiting of school core programs, such as DEAR, Advisory, Inclusion

Focus on essential elements of instruction

Focus on inquiry work at the teacher need level

## 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.

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### **Goal 1.**

Increase parent communication. The school surveys from 2009-2010 indicates that this is an area of school improvement. We have set our measurable goal to improve from .69 to .72. We have put in a plan that includes parent meetings, use of phone messenger and work with the PTA and Title I committee to ensure that there is greater parent outreach and information.

### **Goal 2.**

Strengthen the theme of the school and our Student Teaching Institute program. The school's major program focuses on teaching. Budget cuts have had an impact on the efficacy of the program. Two years ago QHST successfully applied for state CTE/VTEA funding. This funding has allowed the school to grow the program and develop clear goals on the expansion of the program.

### **Goal 3.**

Improve Student Performance on the Global Regents Examination. Over the past four years the Global regents has been among the three lowest regents scores for the school. QHST has developed a strategic plan to address the low global regents numbers. We plan to improve our global scores from .69 to .72.

### **Goal 4**

Review, Reflect and Strengthen the role of the advisor. QHST has among the highest graduation rate and highest attendance rate in one of the highest performing districts in Queens. Advisory and the personalization it offers, is a major component of our success with graduation and attendance. As a core program of the school we need to revisit the work in advisory.

### **Goal 5**

Strengthen and develop systems and norms for sharing of instruction and curriculum and develop consistent elements of instruction across classrooms within communities.

**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 2010-11 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, 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.

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve Student Performance on State Exams with particular focus on Global studies. (Informed by Progress Report)</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Increase the student passing rate from .69 to .72 on Progress Report</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Beginning in June of 2010 we held a social studies committee meeting to identify areas of strength and struggle on the global regents.</p> <p>We looked at the June Data and drew and action plan that includes:</p> <ul style="list-style-type: none"> <li>▪ Targeted learning rounds using Regents alignment and inquiry as a lens.</li> <li>▪ Complete review of our curriculum and the texts that we use in class.</li> <li>▪ Ordering of a text that is more in line with the Global Regents Standards</li> <li>▪ Development a common End of Year Assessment</li> <li>▪ Partnering with Queens College and Professor Jonathan Gunn (Social Studies Education Professor) to explore our Global Studies classroom and our efforts to balance Inquiry with test preparation. We will apply to a grant that will allow us to share best practices and develop curriculum units in Global history</li> <li>▪ Developing consistent elements of instruction across classrooms to align our best practices.</li> <li>▪ Develop school wide Regents Preparation classes. Advertise these Saturday classes using phone messenger , PTA meetings and Twitter.com/qhst</li> <li>▪ Guidance counselors will send targeted letters to students. Informing them or Regents need.</li> <li>▪ We will hold a parent meeting in April to develop better regents review strategies at home. Parents will able to plan and support students for June regents.</li> </ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ We will aim to have a total of four cross community social studies learning rounds in the year.</li> <li>▪ We will confirm parent meeting</li> <li>▪ We will confirm the mailing of letters.</li> <li>▪ We will look at the number of downloads of regents prep document on our twitter site.</li> <li>▪ We will have attendance sheets at our meeting.</li> <li>▪ We will review participation with the Queens College Grant and successfully apply for the grant</li> <li>▪ We will set aside funds on Galaxy for regents review.</li> </ul> <p>Keep agendas of professional development days with a focus on sharing best practice in the social studies</p>
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<p><b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Strengthen our Teaching Institute Program.</b></p> <ul style="list-style-type: none"> <li>▪ At least 60 Students will participate in our teaching institute</li> <li>▪ Our participants in our teaching institute program will attend four year college at least five percentage points higher than non participants.</li> <li>▪ Graduation rate for participants in the teaching institute program will be at least five percentage points higher than non participants.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ We will apply to Smart Scholars grant to expand out Teaching Institute program.</li> <li>▪ We will partner with St. John’s University to bring a college course in Education to QHST. Students will be able to obtain college credit through the teaching institute program.</li> <li>▪ We will expand T.I. to 9<sup>th</sup> grade and develop rubric for recruitment of 9<sup>th</sup> grade Teaching Assistants.</li> <li>▪ We will hold a teaching conference in June 2011</li> <li>▪ We will expand role of Staff member to coordinator of Teaching Institute Field Director.</li> <li>▪ We will meet with QC to expand our collaboration.</li> <li>▪ We will attend at least four middle school fairs and inform 8<sup>th</sup> grade parents of our teaching program.</li> <li>▪</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ We will budget 10K of VTEA funds for Teaching Institute.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ We will document planning meetings with QC as well as produce a full grant documents for the Smart Scholars Program.</li> <li>▪ We will have registration forms for student enrolled in St. John's college credit teaching courses.</li> <li>▪ We will program and have programs for students who will be 9<sup>th</sup> grade teaching assistants.</li> <li>▪ We will plan and host a teaching conference organized by the teaching institute program.</li> <li>▪ We will use our 10K of VTEA funds on galaxy for T.I. programs</li> <li>▪ We will meet with TI teacher mentors to get input on the program.</li> </ul>

<p><b>Annual Goal 3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Increase Parent Communication</b></p> <ul style="list-style-type: none"> <li>▪ Increase communication score from .66 to .69 (Informed by PR 09-10)</li> <li>▪ We will expect over <b>500</b> yearly downloads of information material from the use of Twitter.com. Our free accounts are set up to keep qualitative track of parent downloads of information</li> <li>▪ We expect over <b>50%</b> of our senior parents attend a major school informational event such as Senior Night, Junior Night, College Night, Bring your Parent to School day, Academic Intervention Evening, or Curriculum Night. We will document this with attendance sheets.</li> <li>▪ Student Outcome: Increased parental engagement will allow parents to support attendance and school participation. Attendance rate will increase from <b>91.6% to 92%</b> (Informed by PR 09-10)</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Develop Use of <a href="http://www.twitter.com/ghst">www.twitter.com/ghst</a> and <a href="http://www.box.net/ghst">www.box.net/ghst</a> to communicate with parents especially as many parents live far from school and cannot always attend all the functions. Insure that there is alignment between twitter and phone messenger.</li> <li>▪ Coordinate efforts with SLC, PTA, and advisory to establish alignment in communication of messages.</li> </ul>

- Develop conversations around spiral of communication document with three community teams and distribute to all advisors
- In collaboration with Parent Coordinator, PTA, and our student Teacher Institute Internship program, develop and implement a Bring your parent to school day, in which parents will visit classes using their children's schedule. This event will take place in the Spring 2011 Term
- Parent coordinator will communicate with **100%** of parents via mail about ARIS parent link
- Guidance Counselors will host Senior College Night, Junior College Night and will with our advisors (distributed guidance) develop our own in house college fair.
- Develop in collaboration with PTA, SLT, PC and Assistant principals, Parent Data Awareness Workshops in which we use Data to inform parent action and engagement.
- Community Based Parent Involvement:
  - In the Emerson Community parents are invited to be part of our senior task force for WISE in which students participate in senior year long projects and parents serve as mentors and judges. We will involve at a minimum **10** parents as judges.
  - In the Freire Community the 9<sup>th</sup> grade team will develop Freire Family Day. Parents will come in and review 9<sup>th</sup> grade curriculum, meet teachers and share in an informal gathering with teachers and family.
  - Montessori 9<sup>th</sup> grade team will host curriculum and student work day.
- Each Community will plan and implement new student orientations for 9<sup>th</sup> grade parents and students.
- Each Community will develop awards and recognition ceremonies to celebrate success with students and families. The dates for these are
- SLC's will develop parent nights for students who have failed multiple classes. Parent will review overall academic transcript. Learn how data can inform them as parents and develop strategies to work with their own children.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ We will use our ISA budget and have set aside funds to host parent evening nights.</li> <li>▪ In time of budget constraints we will use free services online to expand parent communication.</li> <li>▪ We have set aside \$500 dollars for refreshments and supplies for those nights.</li> <li>▪ Title I Committee will meet to develop parent workshops and events. Committee will meet at least four times in the year.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Ongoing qualitative analysis of parent downloads of information online</li> <li>▪ School will also gather evidence by gathering feedback from SLT and PTA executive board.</li> <li>▪ Attendance at PTA meetings</li> <li>▪ The number of phone messages that go out will exceed 15 in the year.</li> <li>▪ There will be at least four mailings to parents</li> </ul> <p>Parent Coordinator will meet with principal on a monthly basis.</p>
<p><b>Annual Goal 4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Strengthen the role and Efficacy of Advisor</p> <ul style="list-style-type: none"> <li>▪ Increase number of school wide advisory Activities. Develop at least five school wide advisory lessons</li> <li>▪ Increase our attendance rate to 92%</li> <li>▪ Increase the number of student who agree with the question:  Someone at my H.S. can talk with me about my plans after high school. From 53 to 60%</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ Late spring galaxy funds were used to brainstorm advisory lessons that would be school wide. The COSA's working with student government and in consultation with principal will create at least 5 common school wide advisory lessons.</li> <li>▪ The SLC's will set goals and revisit those goals. The goals include the types and implementation of advisory units for the year. There will be a minimum of two transcript review dates for the students.</li> <li>▪ Meet with COSA is April to Review the advisories and plan for next year.</li> <li>▪ Revisit the spiral of communication in the Spring.</li> <li>▪ Work with 10<sup>th</sup> grade teams in developing positive behavior strategies that can then be shared with advisors.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Set aside galaxy funds to pay for Bank Street Coach  Set aside funds to pay for venue  Maintain three community COSA compensatory times positions</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Meet with Community AP's to share advisory activities.  Meet with COSA's and or student government to discuss advisory activities.  Advisory activities will be emailed to staff five times during the year.  The number of students who respond positively on the survey will increase.</p>
<p><b>Annual Goal 5</b>  <b>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</b></p>	<p>Strengthen and develop systems and norms for sharing of instruction and curriculum and develop consistent elements of instruction across classrooms within communities.  The number of teachers who feel that instruction is aligned across grade levels will increase from 51 to 60%</p>
<p><b>Action Plan</b>  <b>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</b></p>	<ul style="list-style-type: none"> <li>▪ In grade teams, teachers will set team goals for the year.</li> <li>▪ Communities will set up a calendar to share student work at faculty meetings</li> <li>▪ SLC's will develop in consultation with each other agreed upon elements in instruction.</li> <li>▪ Teams of teachers will attend common core standard workshops and in the Spring PD will focus on implementation of the Common Core Standards in Math, Art and English.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <b>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</b></p>	<p>Twice month faculty meeting time will be used for colleagues to share work  Circular 6 time will be used a common planning time by grade teams to share work and plan accordingly.</p>

**Indicators of Interim Progress and/or Accomplishment**  
**Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains**

- In learning walks we will observe consistent elements of instruction.
- There will be an agenda for PD on Common Core Standards
- At least 8 of the 80 teachers will attend full training of CCS and turnkey to rest of staff.

## **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								
7								
8								
9	160	150	130	140				
10	100	65	53	50				
11	100	35	33	80				
12	34	48	45	61				

**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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>Small group tutoring with occasional one-to-one tutoring using a variety of methods including Wilson. Peer tutoring is used in some cases. Program meets both before and after the school day depending on students' schedules.</p> <ol style="list-style-type: none"> <li>1. Breakfast With the Stars – Academic support open to 11<sup>th</sup> graders – about 100 students</li> <li>2. Tuesdays (a.m. and p.m.)—English and Social Studies: 15-20 students</li> <li>3. 12<sup>th</sup> grade Regents prep peer tutoring: Tuesdays and Wednesdays 12:30-1:15: 41 students</li> <li>4. Regents Prep – 5 Saturdays leading up to the regents</li> </ol> <p><b>Multi Subject Tutoring programs</b></p> <ul style="list-style-type: none"> <li>• Books &amp; Bagels Peer Tutoring Program: All grades meets twice a week</li> <li>• Mentor and Mentee Mixed-Grade Peer Tutoring</li> <li>• “Race to the Top” 9<sup>th</sup> and 10<sup>th</sup> grade Peer Support Program</li> <li>• Freshman Center – Academic support open to all 9<sup>th</sup> graders</li> <li>• Sophomore Get It Done – Academic support open to all 10<sup>th</sup> graders</li> <li>• Writing Center – Academic support open to entire Small Learning Community</li> </ul>
<b>Mathematics:</b>	<p>Small group tutoring with occasional one-to-one tutoring using a variety of methods. Peer tutoring is used in some cases. Program meets both before and after the school day depending on students' schedules.</p> <ol style="list-style-type: none"> <li>1. Algebra Peer Tutoring Program: 9<sup>th</sup> grade students</li> <li>2. Math Prep afterschool with Mr. Jerome</li> <li>3. Lunch Math Tutoring about 20-25 students 9<sup>th</sup> grade</li> <li>4. Extra Math Help for 10<sup>th</sup> and 11<sup>th</sup> grade students</li> </ol>

	<p>5. 9<sup>th</sup> grade subject-specific tutoring (alternating weeks):  6. Tuesdays and Thursdays—Science and Math  7. Math: Daily during lunch</p> <p><b>Multi Subject Tutoring programs</b></p> <ul style="list-style-type: none"> <li>• Books &amp; Bagels Peer Tutoring Program: All grades meets twice a week</li> <li>• Mentor and Mentee Mixed-Grade Peer Tutoring</li> <li>• “Race to the Top” 9<sup>th</sup> and 10<sup>th</sup> grade Peer Support Program</li> <li>• Freshman Center – Academic support open to all 9<sup>th</sup> graders</li> <li>• Sophomore Get It Done – Academic support open to all 10<sup>th</sup> graders</li> <li>• Writing Center – Academic support open to entire Small Learning Community</li> </ul>
<p><b>Science:</b></p>	<p>Small group tutoring with occasional one-to-one tutoring using a variety of methods. Peer tutoring is used in some cases. Program meets both before and after the school day depending on students’ schedules.</p> <p style="text-align: center;">Chemistry: Weekly after school: 10-15 students  Sat Regents Prep – 5 Saturdays leading up to the regents</p> <p><b>Multi Subject Tutoring programs</b></p> <ul style="list-style-type: none"> <li>• Books &amp; Bagels Peer Tutoring Program: All grades meets twice a week</li> <li>• Mentor and Mentee Mixed-Grade Peer Tutoring</li> <li>• “Race to the Top” 9<sup>th</sup> and 10<sup>th</sup> grade Peer Support Program</li> <li>• Freshman Center – Academic support open to all 9<sup>th</sup> graders</li> <li>• Sophomore Get It Done – Academic support open to all 10<sup>th</sup> graders</li> <li>• Writing Center – Academic support open to entire Small Learning Community</li> </ul>
<p><b>Social Studies:</b></p>	<p>Small group tutoring with occasional one-to-one tutoring using a variety of methods. Peer tutoring is used in some cases. Program meets both before and after the school day depending on students’ schedules.</p> <p style="text-align: center;">Sat Regents Prep – 5 Saturdays leading up to the regents</p>

	<p><b>Multi Subject Tutoring programs</b></p> <ul style="list-style-type: none"> <li>• Books &amp; Bagels Peer Tutoring Program: All grades meets twice a week</li> <li>• Mentor and Mentee Mixed-Grade Peer Tutoring</li> <li>• “Race to the Top” 9<sup>th</sup> and 10<sup>th</sup> grade Peer Support Program</li> <li>• Freshman Center – Academic support open to all 9<sup>th</sup> graders</li> <li>• Sophomore Get It Done – Academic support open to all 10<sup>th</sup> graders</li> <li>• Writing Center – Academic support open to entire Small Learning Community</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>The following At-risk Services are provided by our Guidance Counselor:</p> <ul style="list-style-type: none"> <li>- Mandated Counseling for Students with IEP’s – Done one on one and in small groups as outlined in IEP documentation.</li> <li>- Short Term Counseling- Conducted on a walk-in case by case basis.</li> <li>- Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed basis.</li> <li>- Articulation/9th Grade Transfer Counseling – Provide placement services to 9<sup>th</sup> graders considering a school transfer.</li> <li>- Advisory – Students are supported through examining relevant topics of interest and of need. Students primarily meet as a group, but individual case counseling is another component of advisory.</li> <li>- Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans.</li> <li>- Attendance – Provide counseling to students who are habitually absent from school.</li> <li>- Referrals – Made as needed to mental health clinics and pregnancy prevention clinics.</li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Small group and one-to-one counseling sessions meet on a regular basis.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>A nurse provides drop-in services for students on an individual, as needed basis. Students go to the main office and get a pass from the nurse (who is located on the second floor).</p>

**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.

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**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) 9-12      Number of Students to be Served: 27 LEP 27 Non-LEP 0

Number of Teachers 1      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.

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The Queens HS of Teaching offers a free-standing self-contained ESL model. Students are programmed for ESL for the number of minutes as per their NYSESLAT or LAB-R scores and mandated by CR Part 154. The classes are mixed-grade and mixed-level. The curriculum is differentiated in terms of content, process and product to address the needs of heterogeneously grouped students. Due to this unique organization, we are able to be in compliance with the mandated hours for each student. In keeping with QHST philosophy, ESL classes are inquiry-based and differentiated to address the specific language needs of students. ESL teachers use the raw scores on the NYSESLAT as well as diagnostic and ongoing assessment to group students and to inform instruction. The Queens High School of Teaching is committed to providing the necessary academic interventions to ensure academic success for all our English language learners. When newly arrived ELLs are admitted to QHST, the Pupil Accounting Secretary provides the parents with a Home Language Survey (HLIS). If another language other than English is indicated on the HLIS, an informal oral interview is conducted by one of the ESL teachers or the A.P. of ESL. If the parent has difficulty communicating in English, translation services are provided. After the informal interview, if the child is determined to be a potential ELL, the child is tested with the LAB-R. The LAB-R is administered by one of the ESL teachers. If the student scores within the range of being in need of ESL services, that student is placed immediately into an ESL class according to their respective level. Beginners receive 540 minutes, intermediates receive 360 minutes and advanced receive 180 minutes. The information is recorded on the HLIS. The original HLIS is placed in the child's cumulative folder and the copy is placed in the ESL file cabinet located outside of the office of the A.P. of ESL. Following the identification of the ELLs, within 10 days, the parents are invited to an orientation where they are informed about our free-standing ESL program and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The A.P. and ESL teachers together collect the Program Selection forms. Currently, our student population is 1,192. Of that number, 27 of them are English Language Learners and are entitled to services: 9<sup>th</sup> grade has 8 ELLs; 10<sup>th</sup> grade has 2 ELLs; 11<sup>th</sup> grade has 10 ELLs; 12<sup>th</sup> grade has 7 ELLs

**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.

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**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.

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**Section III. Title III Budget**

School: Queens HS of Teaching and Liberal Arts and Sciences BEDS Code: \_\_\_\_\_

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$9000	Support our ELL coordinator salary.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials - Hardware and Software	\$6000	Materials and refreshments for parent involvement meetings (including PA, SLT, and ELL parent workshops) (code 45) Materials and refreshments for parent involvement activities Projectors and laptops (code 45)
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$6000	

### **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**

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

All incoming students are required to complete the Home Language Survey. Aggregated HLS results are used to assess school's written translation and oral interpretations needs. In addition, through the advisory class, students are surveyed and asked to self-identify need for translation services.

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.

A small percentage of students' families require translation and interpretation services (approximately 2%). Most common home languages are: Malayalam, Punjabi, Gujarati, Spanish, Urdu, and Bangla. This information is reported Grade Level Teams and phone/electronic messages.

#### **Part B: Strategies and Activities**

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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.

All home mailings will be sent to the DOE translation unit one week prior to mailing so that they may be translated into appropriate home languages. Principal's office will maintain a list of parents who require mailings in languages other than English. These parents will receive mailings in their home languages.

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.

Oral interpretation services are available as needed. Services may be provided by in-house school staff, parent volunteers, or DOE interpretation staff. Services are available for parent-teacher conferences, open houses, and other meetings.

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>.

Parent Coordinator will distribute Bill of Parent Rights and Responsibilities to parents. Bill of Parent Rights will also be made available to parents through the PTA. Signs will be posted in the main lobby and the Parent Coordinator's office in each of the most prominent covered languages indicating availability of interpretation services. Teachers will also be informed of available services so that they can pass this information on to parents as needed.

**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:		\$474,762	\$474,762
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4,747	\$4,747
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:		\$23,739	\$23,739

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
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. Each section meets three times a week for an hour. As the highly qualified data is based on a single date (e.g. 10/31), some of the classes taught on that date may result in a teacher showing as non-qualified. All teachers are fully certified in the area of their instruction.

\* 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.

### **Title I Parent Involvement Policy and Parent-School Compact for The Queens High School of Teaching (QHST)**

#### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore QHST is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. QHST's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. QHST will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

QHST's school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our school. The findings of the evaluation may be through school surveys and feedback forms and will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing QHST's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, QHST will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development.
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator

will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

## **Section II: School-Parent Compact**

### **School Responsibilities:**

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

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

### **Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively. Grade level teams communicate with parents regularly. Parents can also arrange an appointment with their child's teacher or other school staff member;

Planning activities for parents during the school year (e.g., Open School Week, Curriculum Night, Orientation for incoming 9<sup>th</sup> grade students);

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Check and assist my child in completing homework tasks, when necessary;
- Discuss what my child is reading each day in their DEAR class

- Ensure my child structures his/her time effectively after school
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
  - respond to surveys, feedback forms and notices when requested
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams
  - Share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

## 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.

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.

Teams composed of staff and administration will triangulate school data to assess how we are servicing the academic needs of students. Data used in this investigation will include DYOs and periodic assessments, summative assessments, i.e. class exams, performance on Regents exams and ongoing observation of student performance by grade level teams.

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

We are aware that some of our students come to us already behind with respect to academic skills. To immediately address this, we provide a summer bridge program which serves as a foundation for our 9<sup>th</sup> grade class to set academic expectations and expose them to the high school environment. We have a dedicated staff of teachers, many of whom provide tutoring services through our various AIS programs (see Appendix 1). In addition to these offerings, grade level teams meet three times a week to have discussions around intervention strategies around student needs.

For students who are excelling academically, we provide enrichment opportunities such as our college now program which we offer in partnership with Queens College. Students are able to attend college and earn credits at no cost. We also provide an enhanced club called the Writing Center and offer AP classes in US History and Biology.

We continue to look at ways of differentiating our curriculum and program offerings so that we provide each student with a rigorous educational experience. This remains a challenge, but it is one that we are committed to.

3. Instruction by highly qualified staff.
  - a. Teacher observations occur on a regular basis as a means to ensure high quality instruction. We also have CFGs (Critical Friends Group) that allows teachers to receive/give feedback on each other's professional work.
  - b. PD is offered to teachers based on established goals and identified needs
  
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.
  - Our lead partner, Institute for Student Achievement, provides staff with PD via two institutes, (winter and summer) and ongoing as needed
  - Principal and entire school staff receives PD through DOE and contracted vendors on as needed basis to ensure ability to provide quality service to students
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Recruitment fairs are attended to fill vacancies
  - Work with placement agencies such as NYC Teaching Fellows
  
6. Strategies to increase parental involvement through means such as family literacy services.
  - a. Parents are surveyed to determine the type of support services they are interested in
  - b. The Parent's Association and the school provide many workshops (i.e. financial aid, college planning)
  
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.
  - a. 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.
  - a. Teachers participate in DYO and Periodic Assessment PD to learn how to interpret assessment data and how to use the results to modify instruction
  - b. Teacher grade level teams have ongoing discussions around student performance and interdisciplinary curriculum planning.
  
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.
  - a. Students are provided with various opportunities to participate in AIS services. See Appendix I.
  - b. Progress Reports are distributed 4 times a semester which enable students, their parents and advisors to measure how students are performing overall
  - c. Advisors and Guidance Counselors case conference with students
  
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.
  - a. Counselors coordinate partnerships with agencies to provide students with needed intervention and support services
  - b. These agencies often work through the Advisory program to assist students

## 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” <sup>1</sup> 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 <sup>2</sup> 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						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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.
  - a. Students will be offered small group instruction and tutoring programs through various Academic Intervention Service programs. Peer mentoring and mentoring/counseling groups of at risk students will also be part of supporting students.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  - a. See school overview, instructional goals/action plans and AIS service sections
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. See school overview, instructional goals/action plans and AIS service sections.
4. Coordinate with and support the regular educational program;
  - a. See school overview, instructional goals/action plans and AIS service sections
5. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - a. Grade level teams and SLCs have ongoing professional development during GLT meetings and bimonthly SLC meetings. We also create opportunities for further professional growth by providing teachers with external PD offered by both our CFN network and partner organization, Institute for Student Achievement.
6. Provide strategies to increase parental involvement; and
  - a. Parent outreach starts before the school year begins. All 9<sup>th</sup> grade parents are invited to an orientation session. Grade level teams also communicate regularly with parents and have designated times where parents can schedule meetings with the entire grade level team. Our PTA works in collaboration with the school to create workshops around college planning and SAT prep. Our parent coordinator also communicates regularly with parents. The school also leverages phone messenger and twitter to update parents on workshops and important school related messages.

## **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.) 0
2. Please describe the services you are planning to provide to the STH population. Students meet with guidance counselors, social worker and SPARK counselor to receive services. Grade level teams also meet consistently to discuss potential learning accommodations for STH students.

Using our model of distributed guidance each student is well known by at least one adult. They meet with this one advisor in cohorts of 17-20 students four times a week plus a 40 minute time slot for advisory. The advisor provides advise on personal, academic and social issues. Our students who are in temporary housing have a primary point of contact via the advisor. In addition we have a dedicated SPARK office that conducts a number of school wide programs and provides outreach for student in temporary housing.

### **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).  
We currently do not have student living in temporary housing.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
If we do have an STH population we will support them through our small and highly personalized advisory program that meets once a week. We will offer them counseling services through our SAPIS worker, we will offer them AIS services in our of our four comprehensive tutorial programs, we will offer them mentoring, we will work with office of transportation to ensure proper travel and will work with social worker to make sure all proper supports are in place.

We w

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.

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens High School of Teaching, Liberal Arts and t					
<b>District:</b>	26	<b>DBN:</b>	26Q566	<b>School</b>		342600011566

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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		91.8	92.9	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	322	383	375				
Grade 10	298	297	328				
Grade 11	270	246	242				
Grade 12	245	251	286				
Ungraded	2	0	0				
<b>Total</b>	<b>1137</b>	<b>1177</b>	<b>1231</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	97.2	97.4	98.0

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	27.3	43.5	50.9

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	14	8

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	9	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	3	0	0	Principal Suspensions	117	205	233
# in Collaborative Team Teaching (CTT) Classes	87	77	93	Superintendent Suspensions	12	13	11
Number all others	73	86	101				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	122
Early College HS Program Participants	0	0	30

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	69	71	70
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	28	30	17
# receiving ESL services only	31	29	TBD				
# ELLs with IEPs	1	10	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	5	16

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
	7	15	69	% fully licensed & permanently assigned to this school	100.0	100.0	98.6
				% more than 2 years teaching in this school	58.0	69.0	84.3
				% more than 5 years teaching anywhere	37.7	46.5	68.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	82.0	88.6
American Indian or Alaska Native	0.4	0.8	0.6	% core classes taught by "highly qualified" teachers	73.2	73.1	92.3
Black or African American	42.5	47.4	47.0				
Hispanic or Latino	15.0	15.8	15.7				
Asian or Native Hawaiian/Other Pacific	26.1	23.7	23.6				
White	15.9	12.0	12.9				
<b>Male</b>	46.1	43.5	45.2				
<b>Female</b>	53.9	56.5	54.8				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### 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
Math:	X
Science:	v

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

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

American Indian or Alaska Native							-
Black or African American				v	X		
Hispanic or Latino				v	v		
Asian or Native Hawaiian/Other Pacific Islander				v	v		
White				v	v		
Multiracial				-	-		-
Students with Disabilities				vsh	vsh		-
Limited English Proficient				-	-		-
Economically Disadvantaged				v	v		
<b>Student groups making</b>				<b>7</b>	<b>6</b>		<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	61.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	8.3	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	17.3	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	36.2		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>type here</b>	District <b>26</b>	School Number <b>566</b>	School Name <b>Queens H.S. of Teach</b>
Principal <b>Eric Contreras</b>		Assistant Principal <b>Janine Werner</b>	
Coach		Coach <b>Mary Sayers</b>	
Teacher/Subject Area <b>Cindy Kontente/ESL</b>		Guidance Counselor <b>Albano, Faughey, Goldsman</b>	
Teacher/Subject Area <b>Marylin Cano</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Cherub Ruth</b>	
Related Service Provider		Other	
Network Leader <b>Terry Byam</b>		Other	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>1192</b>	Total Number of ELLs	<b>27</b>	ELLs as Share of Total Student Population (%)	<b>2.27%</b>
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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.

aste response to questions 1-6 here SEE NARRATIVE

## 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										11	11	11	11	44
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	11	11	11	11	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	10

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										0

<b>Dual Language</b>																					0
<b>ESL</b>	7	1	3	9	0	4	10	0	3												26
<b>Total</b>	7	1	3	9	0	4	10	0	3												26

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
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	1	4	1	7
Chinese												2		2
Russian													1	1
Bengali												1		1
Urdu												1		1
Arabic														0
Haitian										2	1	1		4
French														0
Korean													1	1
Punjabi										2			2	4
Polish														0
Albanian														0
Other										3		1	1	5
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	8	2	10	6	26

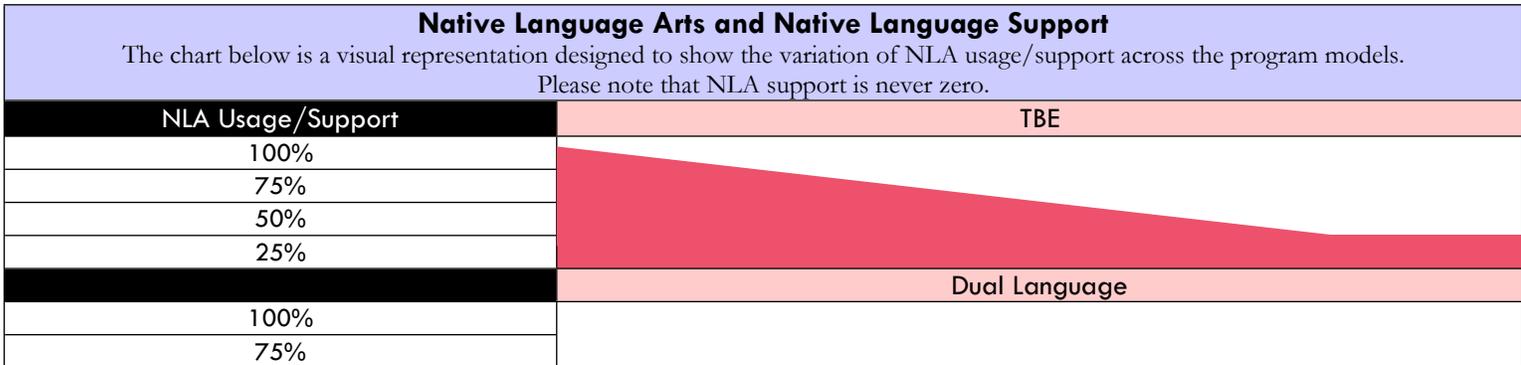
# Part IV: ELL Programming

## A. Programming and Scheduling Information

<ol style="list-style-type: none"> <li>1. How is instruction delivered?             <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?             <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?             <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
SEE NARRATIVE

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### 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?

Paste response to questions 5-14 here SEE NARRATIVE

### 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.

Paste response to questions 1-3 here SEE NARRATIVE

### 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?

SEE NARRATIVE

## 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)										1				1
Intermediate(I)										3		5	3	11
Advanced (A)										4	2	5	3	14
Total	0	0	0	0	0	0	0	0	0	8	2	10	6	26

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

	<b>A</b>										4	2	3	3
	<b>P</b>													

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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									0
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	16	0	5	0
Math <u>Algebra</u>	14	2	9	2
Math <u>Geometry</u>	6	2	1	1
Biology	0	0	0	0
Chemistry	2	1	0	0
Earth Science	3	2	1	0
Living Environment	13	1	3	1
Physics	0	0	0	0
Global History and Geography	10	2	3	1
US History and Government	6	1	3	0
Foreign Language	0	0	0	0
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

Paste response to questions 1-6 here SEE NARRATIVE

### Additional Information

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

Paste additional information here

## 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: 26Q566**

*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:	N/A	\$474,762	\$474,762
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A	\$4,748	\$4,748
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A		
4. Enter the anticipated 10% set-aside for Professional Development:	N/A		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
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. Each section meets three times a week for an hour. As the highly qualified data is based on a single date (e.g. 10/31), some of the

classes taught on that date may result in a teacher showing as non-qualified. All teachers are fully certified in the area of their instruction.

\* 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.

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.

Teams composed of staff and administration will triangulate school data to assess how we are servicing the academic needs of students. Data used in this investigation will include DYOs and periodic assessments, summative assessments, i.e. class exams, performance on Regents exams and ongoing observation of student performance by grade level teams.

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

We are aware that some of our students come to us already behind with respect to academic skills. To immediately address this, we provide a summer bridge program which serves as a foundation for our 9<sup>th</sup> grade class to set academic expectations and expose them to the high school environment. We have a dedicated staff of teachers, many of whom provide tutoring services through our various AIS programs (see Appendix 1). In addition to these offerings, grade level teams meet three times a week to have discussions around intervention strategies around student needs.

For students who are excelling academically, we provide enrichment opportunities such as our college now program which we offer in partnership with Queens College. Students are able to attend college and earn credits at no cost. We also provide an enhanced club called the Writing Center and offer AP classes in US History and Biology.

We continue to look at ways of differentiation our curriculum and program offering so that we provide each student with a rigorous educational experience. This remains a challenge, but it is one that we are committed to.

3. Instruction by highly qualified staff.
  - a. Teacher observations occur on a regular basis as a means to ensure high quality instruction. We also have CFGs (Critical Friends Group) that allows teachers to receive/give feedback on each other's professional work.
  - b. PD is offered to teachers based on established goals and identified needs
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.
  - Our lead partner, Institute for Student Achievement, provides staff with PD via two institutes, (winter and summer) and ongoing as needed
  - Principal and entire school staff receives PD through DOE and contracted vendors on as needed basis to ensure ability to provide quality service to students
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Recruitment fairs are attended to fill vacancies
  - Work with placement agencies such as NYC Teaching Fellows
6. Strategies to increase parental involvement through means such as family literacy services.
    - a. Parents are surveyed to determine the type of support services they are interested in
    - b. The Parent's Association and the school provide many workshops (i.e. financial aid, college planning)
  
  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.
    - a. 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.
    - a. Teachers participate in DY0 and Periodic Assessment PD to learn how to interpret assessment data and how to use the results to modify instruction
    - b. Teacher grade level teams have ongoing discussions around student performance and interdisciplinary curriculum planning.
  
  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.
    - a. Students are provided with various opportunities to participate in AIS services. See Appendix I.
    - b. Progress Reports are distributed 4 times a semester which enable students, their parents and advisors to measure how students are performing overall
    - c. Advisors and Guidance Counselors case conference with students

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.
  - a. Counselors coordinate partnerships with agencies to provide students with needed intervention and support services
  - b. These agencies often work through the Advisory program to assist students

## **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	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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<sup>1</sup> **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

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>the school has met the intent and purposes<sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal			x			
Title I, Part A (ARRA)	Federal	✓			\$474,762	✓	2,3,4, 5, 6
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

<sup>2</sup> **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 I Parent Involvement Policy and Parent-School Compact for The Queens High School of Teaching (QHST)**

### **Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore QHST is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. QHST's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. QHST will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

QHST's school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy to improve the academic quality of our school. The findings of the evaluation may be through school surveys and feedback forms and will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing QHST's Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, QHST will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact

- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development.
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

## **Section II: School-Parent Compact**

### **School Responsibilities:**

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

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

### **Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively. Grade level teams communicate with parents regularly. Parents can also arrange an appointment with their child's teacher or other school staff member;

Planning activities for parents during the school year (e.g., Open School Week, Curriculum Night, Orientation for incoming 9<sup>th</sup> grade students);

**Provide general support to parents by:**

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

**Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Check and assist my child in completing homework tasks, when necessary;

- Discuss what my child is reading each day in their DEAR class
- Ensure my child structures his/her time effectively after school
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
  - respond to surveys, feedback forms and notices when requested
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams
  - Share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

always try my best to learn

