



QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE

2010-11

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE
ADDRESS: 94-50 159 STREET
TELEPHONE: 718-657-3181
FAX: 718-657-2579**

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 28Q687 **SCHOOL NAME:** Queens High School for the Sciences at York College

SCHOOL ADDRESS: 94-50 159 STREET, QUEENS, NY, 11451

SCHOOL TELEPHONE: 718-657-3181 **FAX:** 718-657-2579

SCHOOL CONTACT PERSON: JIE ZHANG **EMAIL ADDRESS** JZhang@schools.nyc.gov

POSITION / TITLE PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: JIE ZHANG

PRINCIPAL: JIE ZHANG

UFT CHAPTER LEADER: TERRANCE FLAHERTY

PARENTS' ASSOCIATION PRESIDENT: COMPTON TULL

STUDENT REPRESENTATIVE:
(Required for high schools) ANAM WAHEED

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** CLUSTER 2 CFN 201

NETWORK LEADER: GERARD BEIRNE

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
Fumi Adeonigbagbe	Parent	
Terrance Flaherty*	UFT Chapter Leader	
Lenneen Gibson	Assistant Principal	
Nawal Khan	Student	
Panayiotis Meleties	York College Representative	
Brandon Patterson	DC 37	
Gerald Rabl	Teacher	
Compton Tull*	PTA President	
Anam Waheed	Student	
Carl Wharton	Parent	
Jie Zhang*	Principal	
Ning Zhang	Parent	

* 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.

□ Queens High School for the Sciences at York College (QHSSYC) is one of the nine specialized high schools in New York City where admission is based on the score attained on the Specialized High School Admissions Test. In collaboration with York College, QHSSYC is dedicated to providing a rigorous curriculum emphasizing the sciences and mathematics. It is our mission to nurture and develop a community of diligent learners and independent thinkers. We provide academic experiences of higher education, and through inquiry and communication, we inspire students to think globally, to act locally, and to uphold the morals of this ever-evolving society. Our school has received a grade of A on every New York City Department of Education Progress Report, and for three consecutive years, the school has been named one of the top 100 high schools in the country by US News and World Report.

The following are the highlights of the school.

- We are a member of the National Consortium of Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST).
- Graduates from the past five graduating classes were accepted to Harvard University, MIT, University of Pennsylvania, Columbia University, Brown University, Cornell University, Cooper Union, Boston University, University of Maryland, New York University, St. Johns University, SUNY, CUNY Honors/CUNY, as well as many other colleges.
- Many electives including Science and Math Research courses are offered. Students have the opportunity to enter science, mathematics, and technology competitions at city, state, and national levels.
- We share many York College facilities, including the library, gymnasium, pool, theater, and cafeteria.
- Students have the opportunity to enroll in College Now courses, such as Psychology, Political Science, Sociology, Computer Music, Computer Programming, Study Skills, and Latin. Course offerings vary from year to year based on student interest.
- Advanced Placement courses currently offered include: English Language and Composition, English Literature, U.S. History, World History, Spanish Language, Music Theory, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics B, and Environmental Science.
- The music program includes: Music Appreciation, Chorus, Orchestra, Jazz and Guitar, and Advanced Placement Music Theory.
- The art program includes: Art Appreciation, Advanced Drawing and Painting, and Portfolio Preparation.
- The physical education program includes: Dance, Swimming, Aerobics, Health Club Fitness, Weight Lifting, and Basketball.
- PSAL sports teams include: Tennis, Swimming, Handball, and Bowling.
- Extracurricular activities and organizations include: ARISTA Honor Society, Math Team, Book Club, Chess Club, Chinese Culture Club, Christian Fellowship, Dance Club, Digital Photography, Environmental Awareness, Sierra Club, Film Club, Hopes for Humanity, Key Club, Knitting Club,

Model United Nations, Music Performance Club, Newsmakers Club, Polar Bear Club, Radio Drama Club, Science Club, "VERITAS" Literary Magazine, and YouthCaN.

- In 2009-2010 school year, each of the 11 Regents exams administered had a 100% passing rate and a 95% or higher mastery rate.
- The 4-year graduation rate in 2009-2010 school year was 97.2%. Of which, 96% were Regents Diplomas, 44.2% were Advanced Regents Diplomas, and 55.8% were Advanced Regents Diploma with Honors.

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 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					
School Name:	Queens High School for the Sciences at York College				
District:	28	DBN #:	28Q687	School BEDS Code:	342800011687

DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		96.7	97.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: - % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		100	100.0	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: - % of Enrollment:					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		24.3	25.6	42.6		
Grade 8	0	0	0						
Grade 9	81	116	103	Students in Temporary Housing - Total Number:					
Grade 10	109	92	120	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	93	104	88		0	1	TBD		
Grade 12	88	92	104						
Ungraded	0	0	0	Recent Immigrants: - Total Number					
Total	371	404	415	(As of October 31)	2007-08	2008-09	2009-10		
					0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number					

(As October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	9	10	TBD
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	TBD
Number all others	2	1	3				
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (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	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	0	0	0	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	0	0	0	(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	26	26	TBD
				Number of Administrators and Other Professionals	8	8	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	1	0	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100	96.3	TBD
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	84.6	81.5	TBD
Black or African American	17	14.1	14.5	Percent more than five years teaching anywhere	65.4	77.8	TBD
Hispanic or Latino	9.2	8.9	9.4				
Asian or Native Hawaiian/Other Pacific Isl.	61.2	64.6	66.3	Percent Masters Degree or higher	88	85	TBD

White	12.7	12.4	9.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99	97.2	TBD
Multi-racial							
Male	47.4	49.5	52.8				
Female	52.6	50.5	47.2				

2009-10 TITLE I STATUS								
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<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 <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):								
<input checked="" type="checkbox"/>	In Good Standing (IGS)							
<input type="checkbox"/>	Improvement Year 1							
<input type="checkbox"/>	Improvement Year 2							
<input type="checkbox"/>	Corrective Action (CA) - Year 1							
<input type="checkbox"/>	Corrective Action (CA) - Year 2							
<input type="checkbox"/>	Restructuring Year 1							
<input type="checkbox"/>	Restructuring Year 2							
<input type="checkbox"/>	Restructuring Advanced							
Individual Subject/Area AYP Outcomes:								
Elementary/Middle Level				Secondary Level				
ELA:				ELA:		Y		
Math:				Math:		Y		
Science:				Graduation Rate:		Y		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:								
Student Groups		Elementary/Middle Level			Secondary Level			
		EL A	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students					√	√	√	
Ethnicity								
American Indian or Alaska Native								
Black or African American								

				-	-	-	
Hispanic or Latino				-	-	-	
Asian or Native Hawaiian/Other Pacific Islander				√	√		
White				-	-	-	
Multiracial							
Students with Disabilities						-	
Limited English Proficient							
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	80.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.3	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

	Key: AYP Status		Key: Quality Review Score
√	Made AYP	Δ	Underdeveloped
√ ^{SH}	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	W	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding

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

** = 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*

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 schools 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?

At our school, there were several performance trends that were identified. The performance trends observed included but were not limited to, the following:

- 100% of the students have consistently attained a 65% and above, on various Regents exams. From the years of 2005-2010, a 100% passing rate for 6-7 out of 10 exams (11 exams in 2009 - 2010 with the addition of Trigonometry/Algebra 2 Regents) administered has been tabulated.
- Percentage of Regents mastery level (85 and above) on a number of Regents exams has been steady or improving, indicated by the data below:

Subject	06-07	07-08	08-09	09-10
Global History	71.72%	82.57%	87.36%	90.52%
Living Environment	71.74%	88.75%	82.52%	84.09%
Physics	12.50%	24.49%	34.34%	41.35%
Spanish	92.31%	83.33%	96.05%	82.93%
U.S. History	92.05%	97.83%	95.19%	96.55%

- According the Collegeboard's annual SAT reports for college-bound seniors, the mean SAT scores have been steady or improving. Summaries of mean scores of the last four years are as follows:

Subject	06-07	07-08	08-09	09-10
Reading	546	586	603	613
Mathematics	612	632	652	650
Writing	565	567	612	612

- According the Collegeboard's annual Advanced Placement reports, the number of students taking AP courses has been increasing, and the mean AP scores have been steady or improving. Summaries of mean scores for the last four years are as follows:

Subject	06-07		07-08		08-09		09-10	
	Num	Mean	Num	Mean	Num	Mean	Num	Mean
Biology	36	4.139	26	4.038	25	3.360	22	4.277
Calculus AB	N/A	N/A	18	1.389	21	1.667	26	2.923
Calculus BC	65	2.892	38	3.105	45	2.644	26	4.077
Chemistry	31	4.161	28	3.571	36	4.194	21	4.048
English Language	N/A	N/A	N/A	N/A	N/A	N/A	42	3.143
English Literature	19	3.368	20	3.000	14	3.857	27	3.667
Environmental Science	N/A	N/A	N/A	N/A	N/A	N/A	54	3.167
French Language	N/A	N/A	8	2.750	8	2.250	12	1.909
French Literature	N/A	N/A	1	5.000	2	2.000	N/A	N/A
Music Theory	N/A	N/A	N/A	N/A	N/A	N/A	10	3.000
Physics B	N/A	N/A	N/A	N/A	22	1.818	14	3.929
Physics C: E & M	N/A	N/A	N/A	N/A	1	4.000	3	3.000
Physics C: Mechanics	N/A	N/A	N/A	N/A	1	3.000	9	3.667
Spanish Language	14	3.500	N/A	N/A	10	3.300	11	4.455
U.S. History	N/A	N/A	48	3.438	44	3.682	26	3.600
World History	N/A	N/A	N/A	N/A	N/A	N/A	39	3.868
Total Number of Students	120		187		229		342	

The greatest accomplishments attained by our school were the following:

- Maintaining a high graduation rate as well as a 100% rate of students attaining a NYS Regents diploma.
- Maintaining a grade of an A on the NYC High School Progress Report for four years in succession. The Progress Report incorporated many assessment tools that aided in computing the score. The areas used to compute the Progress Report were school environment, student performance, student progress, and closing the achievement gap.
- Attaining a 95% or higher passing rate on all of the 11 Regents exams administered.
- Providing early intervention to students for the college preparatory process.
- Offering additional electives including 13 Advanced Placement classes and 4 College Now courses.
- Maintaining a high student attendance rate in the school.
- Increased use of technology in the classrooms to enhance instruction, such as Smartboards and computers.
- Increased use of both formal and informal assessment tools such as ATS, STARS, Acuity, ARIS, Daedalus, as well as teacher created assessments. Student performance data such as Regents, SAT/PSAT, AP, as well as teacher evaluation have been used to inform classroom instruction.
- Increased use of effective communication tools between school and homes including both web based systems such as SchoolMessenger, Daedalus, ARIS, schoolwide student and parent email notifications, and school website as well as traditional methods such as mailing and calling homes.

The significant aids to the school's continuous improvement were the following:

- The provision of data pertinent to the school's performance, such as the progress report, school survey, Regents, SAT, and AP data have always been made available to the staff. The staff has always been kept abreast with the findings related to our school as well as the relevance of the data.
- The continued assistance of York College's collaboration has always widened the range of courses offered to our students.
- The increasing use of Daedalus, an online student information and management system, has made student performance data and attendance information more accessible to all students,

teachers, and parents and has made the information management system, such as textbook distribution procedures, more accurate and efficient.

The significant barriers to the school's continuous improvement were the following:

- Deficiencies in providing common planning time and inter-visitation among teachers were experienced.
- Deficiencies in communication of clearly defined individual teacher goals, individual student goals, and how these goals were met had prevented a clear articulation of the appropriate scope or types of teaching activities employed to meet teacher and student objectives.
- Specific plans for improving student outcomes need to be further developed.
- Communication with parents about student progress should be further improved.
- Percentage of students attaining mastery level (85 or above) on Integrated Algebra, Trigonometry/Algebra 2, Chemistry, and Physics need to be improved.

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.

Annual Goal	Short Description
1. To increase the level of mastery on the June 2011 Geometry Regents exam by 3%.	To increase the level of mastery on the June 2011 Geometry Regents exam by 3%.
2. To raise the average achievement level on the October 2011 PSAT exam by a total of 10 points.	To raise the average achievement level on the October 2011 PSAT exam in reading by 7 points and the writing by 11 points.
3. To create opportunities that foster collaboration among teachers.	To create opportunities that foster collaboration among teachers.
4. To improve parent participation on the 2010 – 2011 New York City School Survey by 3% and Daedalus parent usage by 10%	To improve parent participation on the 2010 – 2011 New York City School Survey by 3% and Daedalus parent usage by 10%

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.

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	To increase the level of mastery on the June 2011 Geometry Regents exam by 3%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	Strategies for attaining an increase of 3% mastery on the Geometry Regents exam would occur using the following strategies: before or after school tutoring, using Daedalus to document assessment data as well as contacting parents, and purchasing review material for the Geometry Regents. The plan will begin in September of 2010 school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>	<ul style="list-style-type: none"> (1) NYSTL Software/Daedalus (2) Contract for Excellence/Tutoring (3) TL Parent Coordinator/Parent outreach (4) TL Fair Student Funding/Materials
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> (1) Student report card grades every marking period for a total of six marking periods (2) Grade/subject teacher meetings once a month (3) PSAT scores analysis in December 2010 (4) Two mock Regents exams prior to the official Regents administration

Subject Area**English**

(where relevant) :

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To raise the average achievement level on the October 2011 PSAT exam in reading by 7 points and the writing by 11 points.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Strategies for raising the average scores on the reading and writing component of the October 2011 PSAT are as follows: all incoming Freshman will be given a PSAT exam as a diagnostic. The components of the PSAT exam will be incorporated into the English lessons via weekly drills. Review books have been purchased to be used in the classroom. Teachers will introduce the students to the skill sets and strategies necessary for success on the exam. Students will be assessed via exams and quizzes on a consistent basis using questions from past PSAT exams. In June 2011, the Freshman will be given a exit final very similar to a PSAT exam to gauge the potential results for the October 20111 PSAT exam.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>	(1) Contract for Excellence/Tutoring and small group instruction (2) TL Fair Student Funding/Materials (3) TL Fair Student Funding/Reduce freshmen class size
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	(1) Student report card grades every marking period for a total of six marking periods (2) Grade/subject teacher meetings once a month (3) Grade 10 PSAT scores analysis in September 2010

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To create opportunities that foster collaboration among teachers.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The strategy to be used to improve collaboration amongst teachers is to create a space on the school website. A section of the school website can be dedicated to teachers wanting to collaborate on interdisciplinary projects. Teachers can share files and collectively work on the project online without having to meet face to face. The students will then receive the product of this cyber collaboration. The interdisciplinary collaboration can occur during the teacher’s professional period. Periodic review of the collaboration will occur during the bi-monthly Inquiry team meetings. During these meetings, teachers will report and show evidence of the collaboration.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>TL Fair Student Funding/Conferences, per-session, and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> (1) Grade/subject teacher meetings once a month (2) Faculty conferences once a month (3) Average of 10 inter-visitations per month (4) Professional development for teachers on designated professional development days such as first day of the school year, Election Day, Brooklyn/Queens Day, January PD day, and June end of term faculty conference (5) By June 2011, teachers should have the interdisciplinary project completed and ready for implementation in the up and coming school year.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve parent participation on the 2010 – 2011 New York City School Survey by 3% and Daedalus parent usage by 10%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The strategies to be used to improve the parental input on the survey are as follows: conduct workshops for the parents on filling out the survey, using the Daedalus system to email parents, placing announcements on the school website, using the phone messenger system to remind parents, and conducting a survey drive during the Spring parent teacher conferences, and placing an announcement on the report cards prior to the survey deadline.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include 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>(1) TL Parent Coordinator/Parent outreach (2) Title I ARRA SWP/Parent outreach and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>(1) Daedalus parent account notices sent home once in September and once in October (2) Analysis of monthly reports of Daedalus parent usage (3) Help center for parents to create Daedalus accounts during parent-teacher conferences (4) Ongoing phone calls to inform parents of the existence of Daedalus parent accounts.</p>

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	1	0	5	0	2	0	1	0
10	0	0	0	0	0	0	0	0
11	0	1	0	0	0	0	0	0
12	1	0	0	2	0	0	0	0

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> Interdisciplinary collaboration by teachers Peer tutoring After and before-school tutoring by teachers Inquiry team intervention PSAT and SAT preparation Parent notification and conferences
Mathematics:	<input type="checkbox"/> Peer tutoring After and before-school tutoring by teachers PSAT and SAT preparation Parent notification and conferences
Science:	<input type="checkbox"/> Peer tutoring After and before-school tutoring by teachers Increased opportunities for make-up labs Inquiry team individualized intervention Parent notification and conferences
Social Studies:	<input type="checkbox"/> Peer tutoring After and before-school tutoring by teachers Additional tutoring is provided to students who are taking the Global Regents Exam and instructional materials are purchased for students in need.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> Guidance counselors arrange individual counseling sessions with at-risk students with or without parents. Indicators for unsatisfactory academic performance include report card grades, ARIS and Daedulus data, teacher referrals, and referrals from the students and parents.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> None
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Our part-time (one day per week) social worker receives teacher and guidance referrals about students who need additional services. Student and/or parent conferences are held and outside resources are used as needed.
At-risk Health-related Services:	<input type="checkbox"/> None

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)
NCLB/SED requirement for all schools

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

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:

LEP 0

Non-LEP 408

Number of Teachers -0

Other Staff (Specify) 0

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.

Since we currently do not have any English Language Learners, no ELA or Bilingual classes or services are offered at this time. However, we do have former English Language Learners who have tested out prior to coming to our school. A certified ESL teacher is on staff and she is assigned to provide ESL services when needed.

All classroom teachers, lab specialist, and other staff are made aware that some of our students are former English Language Learners. They are also directed that when there are indications of language difficulty and/or deficiency that are causing academic failure, referrals must be made to the guidance department for intervention services.

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.

Although we don't have any students who are currently identified as English Language Learners, a number of students were former English Languages. Our school-based inquiry team will continue to explore research literature on learning styles of English Language Learners and share their findings with other faculty members. Teachers, guidance counselors and other staff members will be encouraged and possibly funded to participate in related professional development activities provided by DOE as well by other professional organizations. Through these professional development activities, teachers will be implementing more teaching strategies in teaching students with language barriers.

Section III. Title III Budget

School: 28Q687

BEDS Code: 342800011687

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	0	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	0	<input type="checkbox"/> N/A
Travel	0	<input type="checkbox"/> N/A
Other	0	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. □
Information regarding preferred language of communication for each parent is collected from students and entered into ATS. According to ATS Home Language Aggregation Report (RHLA) and ATS Adult Preferred Language Report (RAPL), approximately 50% of the parents have English as their preferred language of communication, 18.0% of the parents prefer communication in Chinese, 12.5% in Korean, 5.9% in Spanish, as well as combined 13.3% of a number of languages.
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.
Based on the information provided by ATS Reports in 1 and staff experiences through communicating with parents, it is evident that there is a need to provide written translations and/or oral interpretations in these languages. These findings are shared with the school community during faculty conferences and through distribution of reports.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
With the implementation of Daedalus, an online student information and management system, components of student progress reports are translated to adult preferred languages and sent home via both email and postal mail. Some important documents are translated to other languages, for example, the Student Handbook is translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.
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 interpretations in Chinese, Korean, and Spanish are provided by staff members upon request.
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>. □

If a parent's preferred language is one of the covered languages, he/she is provided with the link to the DOE Bill of Parent Rights in all covered languages. Such information is distributed at all parent events and is posted on the school website. A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. School's safety plan contains procedures ensuring that when parents are in need of reaching school's administrators, necessary translation services are provided through onsite staff volunteers or through outside vendors, if necessary.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$0	\$140,523	\$140,523
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,405	\$1,405
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0		\$0
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	\$0
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	\$0

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD
9. If the percentage of high quality teachers during 2009-2010 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.

None. All funds will be used for staffing.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

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, Queens High School for the Sciences at York College, *in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Queens High School for the Sciences at York College’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-Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Queens High School for the Sciences at York College 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., use ARIS, Daedalus, and school website);
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;

Queens High School for the Sciences at York College's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Queens High School for the Sciences at York College Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, Queens High School for the Sciences at York College 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-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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; accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to 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 (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that will assist parents to help their children to succeed academically and socially.

Queens High School for the Sciences at York College will further encourage school-level parental involvement by:

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

2. School-Parent Compact

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact

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

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

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; and
- 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;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. 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-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; and
- 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

This Parent Involvement Policy (including the School-Parent Compact) will be distributed for review by Jie Zhang, Principal, in November 2010.

This Parent Involvement Policy will be updated in November 2010.

The final version of this document will be distributed to the school community in November 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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.

See pages 12 - 14 of this document.

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.

See pages 15 and 19 of this document.

3. Instruction by highly qualified staff.
Currently, 100% of our teachers are highly qualified.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See pages 15 and 18 of this document.

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

Our school is a Specialized High School with all the incoming students performing at levels 3 and 4 based on NYS academic standards. There has been strong evidence that high-quality highly qualified teachers had been attracted to all of the posted vacancies through the open hire system. No additional effort has been made.

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

See page 19 of this document.

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

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Online assessment tools such as ARIS, Daedalus, and Acuity will be accessible by all teachers and data will be utilized to assess the achievement of individual students
 - PSAT/SAT and Advanced Placement scores will be shared with all teachers in an effort to further identify students' weaknesses in specific skills.
 - Utilize C-6 assignments and/or per-session fund to form data analysis groups which use data available on ARIS, Daedalus, Predictive Assessments, and data produced in-house.
 - Data analysis groups will perform data analysis based on grade, subject, ethnic, gender, and language background is conducted.
 - Teachers will plan lessons collaboratively using outcomes of data analysis.
 - Teachers will provide differentiated instruction using outcomes of data analysis.
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.

Students that are experiencing difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with assistance in the following manner:

- The administration works closely with the guidance counselors to identify the above mentioned population of students in our school. In conjunction with the guidance counselors, the school social worker also works closely with the administration and the guidance counselors to identify these students. Counseling is provided by both guidance counselors and the school social workers to address the needs of these students. In house computer programs such as Daedalus also provide teachers, counselors, and administrators with the identification of students needing academic intervention.

- Teachers also provide the administration and the guidance team with input on the identification of students exhibiting difficulty mastering the proficient or advanced levels of academic achievement standards. This information is shared via conferences with the guidance team and the administration. The teachers assist the students by offering after school tutoring as a form of academic intervention.
- In an effort to serve the former English Language Learner population, our school formed a Title I focus group to address the needs of the students. The Title I focus groups have proposed the implementation of a computer writing lab to help students in need of academic intervention. The school is in the process of collaborating with York College to host a series of professional development workshops for the ELA teachers. The purposes of these workshops are to provide the ELA teachers with specific pedagogical strategies to instruct former ELL 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 review of Title I approved Federal, State, and local services and programs will be conducted by the Title I focus group and programs that are suitable for our student population will be implemented using the Title I funding.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

N/A

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

N/A

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2
2. Please describe the services you are planning to provide to the STH population.
Guidance counselors will meet with the students periodically discuss housing status, to monitor their academic performance, to assess their overall well-being, and to offer any assistance needed.

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).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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.

N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Queens High School for the Sciences at York Colle					
District:	28	DBN:	28Q687	School		342800011687

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.7	97.3	96.1
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	116	103	102				
Grade 10	92	120	102				
Grade 11	104	88	115				
Grade 12	92	104	89				
Ungraded	0	0	0				
Total	404	415	408				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	100.0	100.0	99.5

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	24.3	42.6	42.6

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	0	1	2

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	9	10	13
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	2	1	1
Number all others	1	3	2				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	26	26	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	9
# receiving ESL services only	0	0	TBD	Number of Educational Paraprofessionals	1	0	0
# ELLs with IEPs	0	0	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	96.3	100.0
				% more than 2 years teaching in this school	84.6	81.5	67.9
				% more than 5 years teaching anywhere	65.4	77.8	85.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	85.0	96.4
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	99.0	97.2	98.0
Black or African American	14.1	14.5	11.5				
Hispanic or Latino	8.9	9.4	8.3				
Asian or Native Hawaiian/Other Pacific	64.6	66.3	71.1				
White	12.4	9.9	8.8				
Male	49.5	52.8	55.6				
Female	50.5	47.2	44.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	-
Multiracial						
Students with Disabilities						-
Limited English Proficient						
Economically Disadvantaged				v	v	
Student groups making				3	3	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	72.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.6	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	22	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	40.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 2 CFN 201	District 28	School Number 687	School Name Queens HS for the Sc
Principal Principal		Assistant Principal Lenneen Gibson	
Coach None		Coach None	
Teacher/Subject Area Yibing Zhao/ESL		Guidance Counselor Lisa Iacono	
Teacher/Subject Area Terrance Flaherty/English		Parent Panayiotis Meleties	
Teacher/Subject Area Soon Young Kwon		Parent Coordinator Deborah Adams	
Related Service Provider None		Other None	
Network Leader Gerard Beirne		Other None	

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

C. School Demographics

Total Number of Students in School	408	Total Number of ELLs	0	ELLs as Share of Total Student Population (%)	0.00%
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Part II: ELL Identification Process

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

- 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).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

1. For students who have attended NYC public schools prior to coming to our school, no initial identification is needed. For students who have attended non NYC public schools, the Home Information Language Survey (HILS) is completed by the parents/guardian. This process also includes an informal oral interview by the ESL teacher to clarify the parents' responses. After reviewing the HILS for home language experience other than English, the ESL teacher administers the LAB-R in English to determine ELL eligibility. If these results indicate ELL status, these students are evaluated annually using the NYSESLAT in order to determine their annual progress and for program exit criteria.

2. A parent orientation is facilitated by the school's ESL teacher to explain that only ESL pull-out program is available to ELLs at the school. The ESL teacher will be scheduled to work with ELLs individually as a circular 6 assignment or as per session activity.

3. The entitlement letter is distributed at the parent orientation. Since there is one program available, there is no form to return. Continued entitlement letters are mailed home periodically. Copies of these letters are maintained on file, by the ESL teacher.

4. For students who are enrolled in the NYC public schools for the first time, a guidance counselor who is a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home (Appendix B). This process also includes an interview in the parents' home language, with the assistance of on-site staff or the Translation and Interpretation Unit of NYC DOE. Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) by a licensed ESL teacher to establish English proficiency level. Students scoring below proficiency on the LAB-R become eligible for

state-mandated services for ELLs. In the spring, each ELL is administered the NYSESLAT to determine English proficiency, which determines whether or not the student continues to be eligible for ELL services.

5. Due to the nature of the student population and limited capacity, ELLs have only been offered one model, which means that parents have not been given program choices. Therefore, no trend analysis is available.

6. Not necessarily. Only ESL pull-out model is available. In the past five years, only one student has been identified as ELL. Due to the nature of the student population, currently the school has no plan and/or capacity to increase the number of program offerings.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ELL instruction is delivered primarily by the school's certified ESL teacher. The organizational model used is pull-out (PO) delivery of services.
2. The ESL teacher is assigned to work with the students for mandated number of hours per week.
3. The methodology used in the PO model includes explicit content areas instruction according to the specific grade standards and instruction. The ESL teacher uses the school social studies and science curriculum maps to help guide instruction. In order to make content comprehensible and to enrich language development a variety of scaffolding strategies are used, e.g. explicit teaching of content vocabulary, use of glossaries and artifacts.

Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as working cooperatively with peers.
 ELL special needs students are integrated with the general education ELL population during mandated minutes.

4. a. SIFEs are initially assessed in content areas and evaluated. Class assignments are then modified to meet their needs and

assist them to build confidence through academic success. In addition to working the ESL teacher for mandated number of hours, SIFEs are encouraged to attend Saturday and/or after school programs that help catch up to their peers academically.

b-d. ELLs in US schools less than three years, ELLs receiving services 4-6 years, and Long-term ELLs continue to receive services and recommendations describe in 4a.

e. ELL students with special needs are mainstreamed according to IEP requirements. Class instruction and assignments are differentiated to meet their needs. Students will receive pull-out services where needed. All services provided to ELLs will be received by these students, in conjunction with meeting the NYS Special Education compliances.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

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

5. The school provides transitional support for students who have received a proficient level on the NYSESLAT. Support includes conferring with classroom teachers to discuss concerns and addressing those concerns on an individual basis with identified students. Addition intervention including small group and individual tutoring is available to English Language Learners in all subjects.
6. Our plan is to continue providing the same services and support for ELLs reaching proficiency on the NYSESLAT.
7. None
8. None
9. ELLs have equal access to all school programs at their preference and/or with teacher recommendations.
10. Instruction materials such as dictionaries and glossaries are distributed to ELLs. Other support, including use of technology, is incorporated in regular instruction.
11. When available, oral and written translations are provided to ELLs in their native language upon the request of the student.
12. Yes
13. None
14. French, Chinese, and Spanish

C. Schools with Dual Language Programs

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

Not offered at the school

D. Professional Development and Support for School Staff

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

1. Research findings about English Language Learners will be shared with the staff. A consultant will be hired to work with the staff in an effort to increase the awareness of the ELLs' learning styles and incorporate special strategies in all subjects. School based inquiry team will focus on the performance data of current and former ELLs. Their findings will be used to help teachers in addressing the needs of ELLs.
2. The teacher who services our ELL population participates in various professional development activities such as attending conferences and DOE/LSO sponsored workshops and receive on-site support from the consultant. The school also provides professional readings that expose to research in second language learning acquisition and techniques to improve communication between home and school.
3. ELL trainings for all staff are provided by consultant facilitated professional development sessions, faculty conferences and department meetings. Additionally, school dedicates funds for teachers to attend conferences, DOE/LSO sponsored workshops, and purchase related professional materials.

E. Parental Involvement

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

1.
 - Interim student progress reports (6 times a year) will be translated to adult preferred languages and sent home via both email and postal mail.
 - Oral interpretation in different languages will be provided when contacting parents who speak one of those languages, performed by staff members and students.
 - Using available resources, some important documents will be translated to other languages and be available to the parents. For example, the Student Handbook will be translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.
 - A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. When a request of written translation or oral interpretation is made by a parent, either a staff member will provide the required service, or DOE Translation and Interpretation Unit will be contacted.
 - An automated phone messaging system is used to make announcements to all parents in different languages.
 - Since Chinese and Korean are two of the most preferred languages chosen by non-English speaking parents, Chinese and Korean parents will be invited to an annual meeting with the principal, discussing important topics such as parental involvement in a child's education, graduation requirements, social and emotional needs of a child, college admissions process, etc. Since the principal is proficient in Chinese, the meeting with the Chinese parents will be held in Chinese. Oral interpretation will be provided for Korean parents.
2. No.
3. ATS Home Language Aggregation Report (RHLA) and ATS Adult Preferred Language Report (RAPL), approximately 50% of the parents have English as their preferred language of communication, 18.0% of the parents prefer communication in Chinese, 12.5% in Korean, 5.9% in Spanish, as well as combined 13.3% of a number of other languages. The data are used to evaluate the needs of parents.
4. As described in question 1, our parent involvement activities maximize the communication between school and home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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.

None

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

DBN: 28Q687

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$0	\$140,523	\$140,523
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1,405	\$1,405
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0		\$0
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$0	\$0
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$0	\$0

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD
9. If the percentage of high quality teachers during 2009-2010 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.

None. All funds will be used for staffing.

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

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

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, Queens High School for the Sciences at York College, *in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Queens High School for the Sciences at York College’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-Teacher Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Queens High School for the Sciences at York College 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., use ARIS, Daedalus, and school website);
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;

Queens High School for the Sciences at York College's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Queens High School for the Sciences at York College Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's 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, Queens High School for the Sciences at York College 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-Teacher Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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; accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to 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 (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that will assist parents to help their children to succeed academically and socially.

Queens High School for the Sciences at York College will further encourage school-level parental involvement by:

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

2. School-Parent Compact

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact

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

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

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; and
- 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;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. 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-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; and
- 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

This Parent Involvement Policy (including the School-Parent Compact) will be distributed for review by Jie Zhang, Principal, in November 2010.

This Parent Involvement Policy will be updated in November 2010.

The final version of this document will be distributed to the school community in November 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

See pages 12 - 14 of this document.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

See pages 15 and 19 of this document.

3. Instruction by highly qualified staff.

Currently, 100% of our teachers are highly qualified.

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

See pages 15 and 18 of this document.

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

Our school is a Specialized High School with all the incoming students performing at levels 3 and 4 based on NYS academic standards. There has been strong evidence that high-quality highly qualified teachers had been attracted to all of the posted vacancies through the open hire system. No additional effort has been made.

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

See page 19 of this document.

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

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Online assessment tools such as ARIS, Daedalus, and Acuity will be accessible by all teachers and data will be utilized to assess the achievement of individual students
 - PSAT/SAT and Advanced Placement scores will be shared with all teachers in an effort to further identify students' weaknesses in specific skills.
 - Utilize C-6 assignments and/or per-session fund to form data analysis groups which use data available on ARIS, Daedalus, Predictive Assessments, and data produced in-house.
 - Data analysis groups will perform data analysis based on grade, subject, ethnic, gender, and language background is conducted.
 - Teachers will plan lessons collaboratively using outcomes of data analysis.
 - Teachers will provide differentiated instruction using outcomes of data analysis.
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.

Students that are experiencing difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with assistance in the following manner:

- The administration works closely with the guidance counselors to identify the above mentioned population of students in our school. In conjunction with the guidance counselors, the school social worker also works closely with the administration and the guidance counselors to identify these students. Counseling is provided by both guidance counselors and the school social workers to address the

needs of these students. In house computer programs such as Daedalus also provide teachers, counselors, and administrators with the identification of students needing academic intervention.

- Teachers also provide the administration and the guidance team with input on the identification of students exhibiting difficulty mastering the proficient or advanced levels of academic achievement standards. This information is shared via conferences with the guidance team and the administration. The teachers assist the students by offering after school tutoring as a form of academic intervention.
- In an effort to serve the former English Language Learner population, our school formed a Title I focus group to address the needs of the students. The Title I focus groups have proposed the implementation of a computer writing lab to help students in need of academic intervention. The school is in the process of collaborating with York College to host a series of professional development workshops for the ELA teachers. The purposes of these workshops are to provide the ELA teachers with specific pedagogical strategies to instruct former ELL 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 review of Title I approved Federal, State, and local services and programs will be conducted by the Title I focus group and programs that are suitable for our student population will be implemented using the Title I funding.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			\$140,523	✓	
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$976	✓	
Tax Levy	Local	✓			\$2,179,776	✓	

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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