



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** QUEENS SCHOOL OF INQUIRY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q252

**PRINCIPAL:** MEREDITH ROSENBLATT      **EMAIL:** MROSENBLATT2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Meredith Rosenblatt	*Principal or Designee	
Barry Frank	*UFT Chapter Leader or Designee	
Denise Cervello	*PA/PTA President or Designated Co-President	
Seneida Cuadrado	DC 37 Representative, if applicable	
Angela Song Vincent Colabella	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Elizabeth Phillips	Member/Teacher	
Chandra Pou	Member/Parent	
Julio Penagos	Member/Teacher	
Yvonne Daniels	Member/Parent	
Liliam Quintero	Member/Parent	
Donna Howard	Member/Parent	
Melissa Carroll	Member/Parent	
Joanna Medrano	Member/School Staff	
Mohammed ETabakh	Member/Parent	
Louie Gonzalez	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

80% of students across grade levels will increase their performance in writing an effective argument by one point as per a grade specific rubric aligned to the Common Core State Standards.

### **Comprehensive needs assessment**

According to the NYC Department of Education website, by 2014-15, New York State Assessments will change to reflect the New York State P-12 Common Core Learning Standards, which are the compilation of the Common Core State Standards (CCSS) and the additional standards developed by the NY State Department of Education (NYSED). The new state assessments, expected to be operational in 2014-15, will focus on measuring deeper levels of thinking, and will therefore be more predictive of college and career readiness.

Furthermore, in the 2011-12 school year, the expectation is schools will work toward

- **Strengthening student work** by examining and refining curriculum, assessment, and classroom instruction; and
- **Strengthening teacher practice** by examining and refining the feedback teachers receive.

The 2010-11 NY State ELA exam, which measures basic proficiency in reading comprehension and on-demand grade level writing reveals that 30% of 6<sup>th</sup> graders, 36% of 7<sup>th</sup> graders and 47% of 8<sup>th</sup> graders are approaching or not yet meeting proficiency in these areas. With the raised expectations presented by the Common Core State Standards and the upcoming assessments, we have chosen to place focus on writing an argument using appropriate and rigorous informational texts.

### **Instructional strategies/activities**

This assessment will be introduced differently at each grade level. However, first, grade level teams, and then the full school teaching staff has met in multiple sessions to create a universal rubric aligned to the Common Core State Standards that can be easily amended per grade and used in the pre- and post-assessment of students' authorship of an argument.

In the 6<sup>th</sup> and 7<sup>th</sup> grade, a full period each day is devoted to students' skill development. During this period, students are grouped by ability in the skill areas identified by the rubric. Teachers plan for and group and re-group students during their common planning time, which occurs three days per week. The steps taken to insure understanding of the process and accurate assessment are as follows:

1. In August and September 2011, teachers and the literacy coach identified benchmark papers aligned to the Common Core State Standards. During common planning time, the teachers went through a norming process whereby they assessed benchmark papers against the team-made rubric. At the same time, students were given a pre-assessment to write an argument (topic provided). Once comfortable with the norming process, and after the students completed the pre-assessment, teachers turn-keyed the norming process to the students and students engaged in the process using the same

benchmark papers.

2. In October and November, all of the students' pre-assessments were coded, and teachers and students engaged in grading the papers using the CCSS aligned team-made rubric. Teachers used the assessments to identify areas of need and group students by ability for the learning period each day.
3. Between December and March, smaller interim assessments will be given to monitor student progress in each of the skill areas of focus. This will help teachers re-group students and determine additional areas of focus. During this time, teachers from upper grades will work in groups and visit the 6<sup>th</sup> and 7<sup>th</sup> grade classes to observe the process and determine how they might replicate it to suit the needs of our high school population.
4. April and May, students will be given a post-assessment. The teachers and students will again engage in the norming and grading process.
5. During the month of June teachers will review data and develop a comprehensive report of student progress.

In the upper grades, teachers meet weekly to work in grade teams. Each team will identify six students to follow and use representatives of the grade when norming and identifying needs. Using the data collected about the groups of six students and formative and summative assessment data from their respective classes, teachers will develop collaborative lessons that incorporate complex informational texts, oral and written skills needed when writing an effective argument.

As a result of this work, each month, each group will agree on one strategy to introduce across content areas. For example, after the full-day Election Day PD, teachers agreed to introduce a standard way to annotate text. In all classes, across grades and content areas, students are using grade and content appropriate texts, but annotating each the same way.

Additionally, teachers will develop collaborative assessments aligned to the upcoming PARCC exams. These assessments provide students with practice of the exam format and level of rigor expected when writing a text-based effective argument. The pre-assessments and post-assessments will be analyzed in November and June, respectively to determine students' progress.

#### **Strategies to increase parental involvement**

- Jupitergrades.com and activegrades.com are online grading and assessment programs used by teachers at QSI. These programs provide families with 24-hour access to student assignments and progress.
- Queensinquiry.com is the school's website. Updates regarding the school and its curriculum are regularly posted. Each teacher has his/her own page on the website where the class syllabus, assignments and updates can be posted.
- Each semester an Open House for current parents is organized by the parent coordinator. Parents are invited to shadow their children in their classes and learn what they are learning.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with Queens College makes QSI a popular site for aspiring teachers. Teachers at QSI work collaboratively with the staff and students of CUNY Queens College. Practicum students and student teachers clamor to work at QSI, and our teachers benefit from being mentor teachers and receiving course waivers to matriculate at Queens College.

#### **Service and program coordination**

- N/A

**Budget and resources alignment**

- This year, a literacy coach was added to the staff to support the efforts toward this goal. His salary is paid for by TL Fair Student Funding.
- Scheduling by the APO allows for common planning for the middle school teachers and weekly meetings for the entire staff. All staff salaries are paid for through TL Fair Student Funding.
- Inquiry team money (ARRA RTTT Citywide Instruction funds) will be used to support before and after school help to students who, after the pre-assessments at each grade level, are determined to be in the bottom third.

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- In 2010-11, 80% of 11<sup>th</sup> grade students have earned 33 or more HS credits and are on track to graduate in 2014.
- In 2010-11, 91% of 10<sup>th</sup> grade students have earned 22 or more HS credits and are on track to graduate in 2013.
- In 2010-11, 89% of 9<sup>th</sup> grade students earned 11 or more HS credits and are on track to graduate in 2014.
- In 2011-12, 90% of 12<sup>th</sup> grade students will graduate on time in June 2012, and 100% of 12<sup>th</sup> grade students will graduate by August 2012. 95% of 11<sup>th</sup> grade students and 95% of 10<sup>th</sup> grade students present in September 2011, will accumulate 11 --or more high school credits during the school year and be on track for graduation. 85% of the current 9<sup>th</sup> grade who entered the school in the 2010-11 school year will earn 11 or more credits this year.

**Comprehensive needs assessment**

- The data listed in the goal section is derived from QSI's ARIS student data.
- QSI's mission is to provide students with the tools needed to attend and demonstrate success in college. Appropriate course work and on-schedule credit accumulation assures graduation from high school within four years and provides students with a greater opportunity to attend and be successful in college.

**Instructional strategies/activities**

This is QSI's final growth year. We are now a complete school, grades 6-12. In our final year of growth, we were able to hire additional staff to provide students with new opportunities and diversify the program. To insure our goal of 100% graduation by August 2012, we have implemented the following:

- For September 2011, we increased the course selection in Science and Math to provide additional opportunities for students to accumulate credits in areas where credit accumulation is currently deficient.
- Throughout the school year, with emphasis in August and May, in collaboration with school leaders, each student will review his/her high school transcript and develop individualized course schedules with interim goals toward successful completion of coursework.
- This year, QSI increased the number of marking periods from four (4) to six (6) to provide timelier feedback to students and families of student progress toward credit accumulation.
- The high school PPT has been designed to focus on the most at-risk students to set-up and follow-through with regular interventions aimed at student engagement and successful credit accumulation.

**Strategies to increase parental involvement**

- Jupitergrades.com and activegrades.com are online grading and assessment programs used by teachers at QSI. These programs provide families with 24-hour access to student assignments and progress.
- Queensinquiry.com is the school's website. Updates regarding the school and its curriculum are regularly posted. Each teacher has his/her own page on the website where the class syllabus, assignments and updates can be posted.
- Each semester an Open House for current parents is organized by the parent coordinator. Parents are invited to shadow their children in their classes and learn what they are learning.
- After each of the six report cards, the parent coordinator helps to schedule meetings with the parents of the students who are demonstrating the least progress. The meetings often include a family member, an administrator, the student and representative teachers. The meetings are designed to result in an action plan for each child.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with Queens College makes QSI a popular site for aspiring teachers. Teachers at QSI work collaboratively with the staff and students of CUNY Queens College. Practicum students and student teachers clamor to work at QSI, and our teachers benefit from being mentor teachers and receiving course waivers to matriculate at Queens College.

**Service and program coordination**

- A partnership grant with Queens College allowed us to offer a Young Men's Leadership group in 2010-11. This group turned into a course that met daily and earned student participants one greatly needed high school credit. The course was designed to teacher study and organization skills and help students meet the requirements of the courses where they were currently enrolled. We hope to continue this program and partnership in the 2011-12 school-year.

**Budget and resources alignment**

- In order to hire as many teachers as possible and provide a variety of courses, particularly electives in the Arts and Sciences, after school programs, supply budgets and technology allocations were cut to support a larger staff. All staff salaries are paid for using TL Fair Student Funding.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- 100% of seniors will graduate college and career ready.
- 80% of 9-11 grade students will have earned at least 4 college credits by the end of the 2011-12 school-year.

#### **Comprehensive needs assessment**

According to the *Achieve* report found on the NYCDOE website, "being "college ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework."

QSI is designed to provide students with the opportunity to earn college credit while still in high school. This provides students with additional supports and extra time to insure success as they make the transition from high school to college. College courses are offered at all levels to high school students. In 2011-12, for the first time, 9<sup>th</sup> grade students have the choice of two college courses – *Intro to Acting* and *Spanish 111*. By the time students graduate, in accordance with the early college model, our students will have had the opportunity to earn up to 62 tuition free college credits.

#### **Instructional strategies/activities**

To insure success in their college coursework, students are provided with additional supports in the college classes:

- Between August and November, in collaboration with school leaders, each student reviewed his/her high school transcript and developed an individualized course schedule.
- The College Liaison and School Counselors provide weekly workshops for Seniors focused on college readiness as defined by *College Knowledge*, by Dr. David Conley.
- School leaders in collaboration with college professors, set-up and follow a schedule for monitoring student progress and intervene where necessary. This includes letters of warning, meetings between students and teachers, and tutoring sessions during office hours and by peers.

#### **Strategies to increase parental involvement**

- A college night is run every year. All 9<sup>th</sup> grade parents attend to register their children for college. This is an exciting night where parents complete paperwork that ultimately results in enrolling their children in CUNY Queens College. Furthermore, it is an opportunity to parents to meet the College Liaison, the school counselors, administration and representatives from the college. It is also an informational session about the school's scope and sequence and the students' opportunities in college.
- Parents receive a copy of the warning letters sent to the students who are not demonstrating progress in college course work. The letters are, however, addressed to the students as a demonstration of the independent and maturity required to matriculate in a college level course.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Our partnership with Queens College makes QSI a popular site for aspiring teachers. Teachers at QSI work collaboratively with the staff and students of CUNY Queens College. Practicum students and student teachers clamor to work at QSI, and our teachers benefit from being mentor teachers and receiving course waivers to matriculate at Queens College.
- Adjunct professors are hired to teach the college level course work. As an incentive for the QSI teachers, teachers who have completed graduate coursework in their field and are highly qualified may be vetted by the college and accepted as college adjuncts.

**Service and program coordination**

- Students earn the college credit through CUNY Queens College. The seven year plan for coursework at QSI was developed in coordination with the Early College Initiative, the CUNY Research Foundation and our QC-QSI Planning Committee. Each organization provides continued support and monitoring of the school's progress toward meeting our goal.

**Budget and resources alignment**

- This year, the majority of college coursework is being offered during the school day and delivered by DOE HS teachers who have been vetted by the faculty at CUNY Queens College. Their salaries are paid for using TL Fair Student Funding allocations.
- Funding for coursework offered outside of the school day and by non-DOE teaching staff is provided by a CUNY budget. This budget also finances the College Liaison position.
- Funds for textbooks come from TL NYSTL Textbook funds, line-item allocations in the CUNY budget and additional funds in an RFCUNY budget.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	108	108			3			1
<b>7</b>	82	82						
<b>8</b>	86	86			1			
<b>9</b>	29	29						
<b>10</b>	See below	See below			1			
<b>11</b>	See below	See below			4			
<b>12</b>	12		5	10	1			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>AIS is mandatory for all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. In the 6<sup>th</sup> and 7<sup>th</sup> grade, a full period each day is devoted to students working in small groups to develop skills in identified areas as per the pre-assessment provided by the teachers at each grade level. As per interim assessments, students are grouped and re-grouped after each marking period.</p> <p>In the 8<sup>th</sup> grade, all students are mandated to AIS for the 37½ minutes four times per week. Students in these groups pre-view upcoming lessons, utilize Castle Learning and engage in peer-to-peer tutoring.</p> <p>At the HS level, all teachers provide “office hours” where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p>
<b>Mathematics</b>	<p>AIS is mandatory for all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. In the 6<sup>th</sup> and 7<sup>th</sup> grade, a full period each day is devoted to students working in small groups to develop skills in identified areas as per the pre-assessment provided by the teachers at each grade level. As per interim assessments, students are grouped and re-grouped after each marking period.</p> <p>In the 8<sup>th</sup> grade, all students are mandated to AIS for the 37½ minutes four times per week. Students in these groups pre-view upcoming lessons, utilize Castle Learning and engage in peer-to-peer tutoring.</p> <p>At the HS level, all teachers provide “office hours” where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p>
<b>Science</b>	<p>At the HS level, all teachers provide “office hours” where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p> <p>A class for 12<sup>th</sup> grade students who did not meet proficiency on the Living Environment Regents exam has been established. Regents review books, on-demand writing activities and a review of content are provided in this course.</p>

<p><b>Social Studies</b></p>	<p>At the HS level, all teachers provide “office hours” where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p> <p>A class for 12<sup>th</sup> grade students who did not meet proficiency on the Global History Regents exam has been established. Regents review books, on-demand writing activities and a review of content are provided in this course.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	
<p><b>At-risk Services provided by the School Psychologist</b></p>	
<p><b>At-risk Services provided by the Social Worker</b></p>	
<p><b>At-risk Health-related Services</b></p>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

In collaboration, the Parent Coordinator, PTA and SLT work to insure meaningful parent and family involvement throughout the school year.

Ongoing means of involvement include:

- Jupitergrades.com and activegrades.com are online grading and assessment programs used by teachers at QSI. These programs provide families with 24-hour access to student assignments and progress.
- Queensinquiry.com is the school's website. Updates regarding the school and its curriculum are regularly posted. Each teacher has his/her own page on the website where the class syllabus, assignments and updates can be posted.

Interim updates and invites include:

- Each semester an Open House for current parents is organized by the parent coordinator. Parents are invited to shadow their children in their classes and learn what they are learning.
- After each of the six report cards, the parent coordinator helps to schedule meetings with the parents of the students who are demonstrating the least progress. The meetings often include a family member, an administrator, the student and representative teachers. The meetings are designed to result in an action plan for each child.
- Parents receive a copy of the warning letters sent to the students who are not demonstrating progress in college course work. The letters are, however, addressed to the students as a demonstration of the independent and maturity required to matriculate in a college level course.

Annual traditions designed to increase parent involvement include:

- A college night is run every year. All 9<sup>th</sup> grade parents attend to register their children for college. This is an exciting night where parents complete paperwork that ultimately results in enrolling their children in CUNY Queens College. Furthermore, it is an opportunity to parents to meet the College Liaison, the school counselors, administration and representatives from the college. It is also an informational session about the school's scope and sequence and the students' opportunities in college.
- A PTA sponsored International Dinner is prepared every December. More than 50% of families show for the evening each year. Families prepare dishes and contribute their time to serving. Families and school staff enjoy a fun night together.
- As part of Urban Advantage, families are invited to an annual Science Night. Participating families also receive free admission to NY museums to help build community and learning opportunities for children.
- Multiple college nights are scheduled to help parents learn about the college admission process, financial aid and transitions from high school to college.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader .	District <b>25</b>	Borough <b>Queens</b>	School Number <b>25</b>
School Name <b>Queens School of Inquiry</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Mrs. Meredith Inbal</b>	Assistant Principal <b>Eric Glatz</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Yvonne Frazier</b>	Guidance Counselor <b>Bobby Pinero</b>
Teacher/Subject Area <b>Yvonne Frazier</b>	Parent <b>type here</b>
Teacher/Subject Area <b>ESL</b>	Parent Coordinator <b>Rosemary Moyana</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Venice Sanchez</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>1</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>584</b>	Total Number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>2.91%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. An informal oral interview followed by a survey is done by the ESL teacher or bilingual teacher to determine if there is another language other than English spoken in the home, followed by a Home Language Survey (HLIS) which is completed with the assistance of a pedagogue. The HLIS is only given to first time registrants to the NYC public school system. The survey is given by a certified pedagogue (ESL teacher/administrator) and if it is determined that a language other than English is spoken at home- indicated by the HLIS survey- than the ELL student is administered a Language Assessment Battery- Revised (LAB-R) test. A Spanish LAB-R is given if student does not test out of the LAB-R by the certified ESL teacher within 10 days of enrollment. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. During the intake process parents are supported with interpreter if needed/requested. Parents are given parent brochures explaining the TBE/DL/and ESL program in their preferred languages.

The ELL's English performance level is determined by looking at the ATS reports to determine NYSESLAT eligibility. The NYSESLAT is administered annually to all English Language Learners K-12 in the Spring. The speaking subtest must be administered to students individually at a separate location. The Listening, Reading, and Writing subtests must be administered to groups of students between May 16-24. Each student's performance on the test will be the basis for determining whether the student continues to be an ELL. Based on the results of the test modalities, Reading/Writing/Listening/Speaking the student's English Language Proficiency is classified as beginning, intermediate, advanced, or proficient. Also, instruction from the general education classes is taught and modified for the ELL population.

2. During our annual recruitment (in November for the high school and in December for the middle school) and Summer Academy events, parents/ guardians of newly enrolled ELL's are informed of all three programs that are available. During these meetings, parents receive brochures available in different languages detailing all three programs, and any questions and concerns they may have about the program are addressed ( with assistance from a translator, if necessary). Parent orientations are held on an ongoing basis, within 10 days of child's first time registration.

3. Entitlement letters are sent to the parents/guardians after the surveys are returned and reviewed by the certified ESL teacher and Assistant Principal. These letters are maintained in the students records. Prior to the start of the academic school year, subsequent follow- up calls are made to parents. Parent surveys and parent selection forms are reviewed by a certified pedagogue. Trends are analyzed to plan for future ELL/ELA programming . At this time no other choices have been requested.

4. All parents/guardians are informed about all other programs (DP, TBE, and ESL) prior to making a choice. Parents make the choice of the program and then make their choice. All parent information is given in their preferred languages. Parents can learn of the programs through parent orientation videos, parent survey and parent selection forms that provide parents with the option of choosing the most appropriate program model for their child. ATS reports also inform teachers and parents of ELL placement.

5.If a student's educational background warrants another choice, parents are told that a list will be generated of parent choices and when a threshold is reached the request will be evaluated. Parents are explained that the ESL program is taught in English using ESL

methodologies and language support.

6. The program is aligned with parents request.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>				0			6	2	2	2	3	1	1	17
<b>Total</b>	0	0	0	0	0	0	6	2	2	2	3	1	1	17

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	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	Total

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	10		2	6		2	1		1	17
Total	10	0	2	6	0	2	1	0	1	17

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	1	2				5
Chinese							1				1		1	3
Russian							1				1			2
Bengali														0
Urdu										1		1		2
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							3	1						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>17</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1 a. All instruction is given in English. In order to provide the required time, the ESL teacher pushes in their academic classes and works in collaboration with the content teacher and sometimes a special ed teacher if required to assist in differentiating instruction. Students are also pulled-out by the ESL teacher periodically to maintain the required units of instruction. The ESL teacher has office hours during the day that can accommodate the students. 1b. The classes in the school are all heterogeneously grouped.

2a. The schedule of the ESL teacher is aligned with ELL students' class schedules. A schedule is put in place to accommodate all the required instructional minutes for each student. In order to satisfy the minutes and the needs of the students the minutes are distributed by the levels of the students and their grade. The minutes for the beginner students are divided between push-in and pull-out. Minutes for intermediate and advance students is mostly push-in and push-out as needed. Pull-out may involve collaboration between a content teacher, bilingual teacher, special ed teacher and SIFE teacher. Minutes are delivered via inclass support and pull out periods.

2b. ESL student who have reached the proficiency levels have target ELS instruction with the ELA and ESL teachers weekly to fulfill the minimum minutes required.

3. The content is delivered in English with resources available to the students such as glossaries, visuals, realia, specific vocabulary support and ESL, bilingual and ELA support when proficiency is reached. For students who need support in their native languages, the native language and English interchangeably to teach core academic content areas in language arts, math, science, and history for the duration of the DL/TBE program. Other instructional approaches that are incorporated in the ESL program are, cooperate, listening comprehension activity, note-taking, summaries, making predictions, classifying, field trips, technology and problem solving steps. ESL teachers plan carefully with general education teachers to ensure curricular alignment.

4. Due to the number of ELL students and ESL certified teachers all ELL students follow similar methods of instruction. The ELL students requiring the most intensive intervention are accommodated through pull out and access to resources such as interactive software to assist in language development and content understanding. Awareness of student's backgrounds, recognition of their prior literacy experiences, and knowledge of the challenges and benefits the ELLs experience enables us to be more effective in evaluating the language level and individual instruction. Teachers with multiple credentials and extensions offer the students additional support in evaluating students needs. The Spanish LAB-R helps to evaluate native language proficiency.

5.

The ESL teacher will collaborate with the SIFE teacher to implement a plan for an future incoming SIFE students who need ESL intervention. Newcomer ELLs with varying levels of language proficiency are programmed with cohorts of ELL's with the same native

## A. Programming and Scheduling Information

language background in subject area classrooms. Students are given tasks that target content and generate interactions in English and in their native language. Also, native language resources (texts, technology, primary resource materials) available in the classroom and in the library can accelerate learning. ELA instruction is given using a sample NYSESLAT workbook that transitions to an ELA reading comprehension program and ELA content instruction given by an ELA teacher. In addition to the NYSESLAT workbooks, all ELLs take the ELA Acuity practice exam. Math is made assessable to ELLs by using scaffolding, math vocabulary, rubrics, graphic organizers and assessments as needed for both middle school and high school students. Students are offered regents in their target language, and new students are paired with bilingual students.

The program currently used in English is Milestones pre-literacy through transition. It combines a unique embedded assessment plan along with a balanced blend of literature and content reading.

The intervention services offered at our school are:

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

Advisory

Rosetta Stone

Fluency Program

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

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

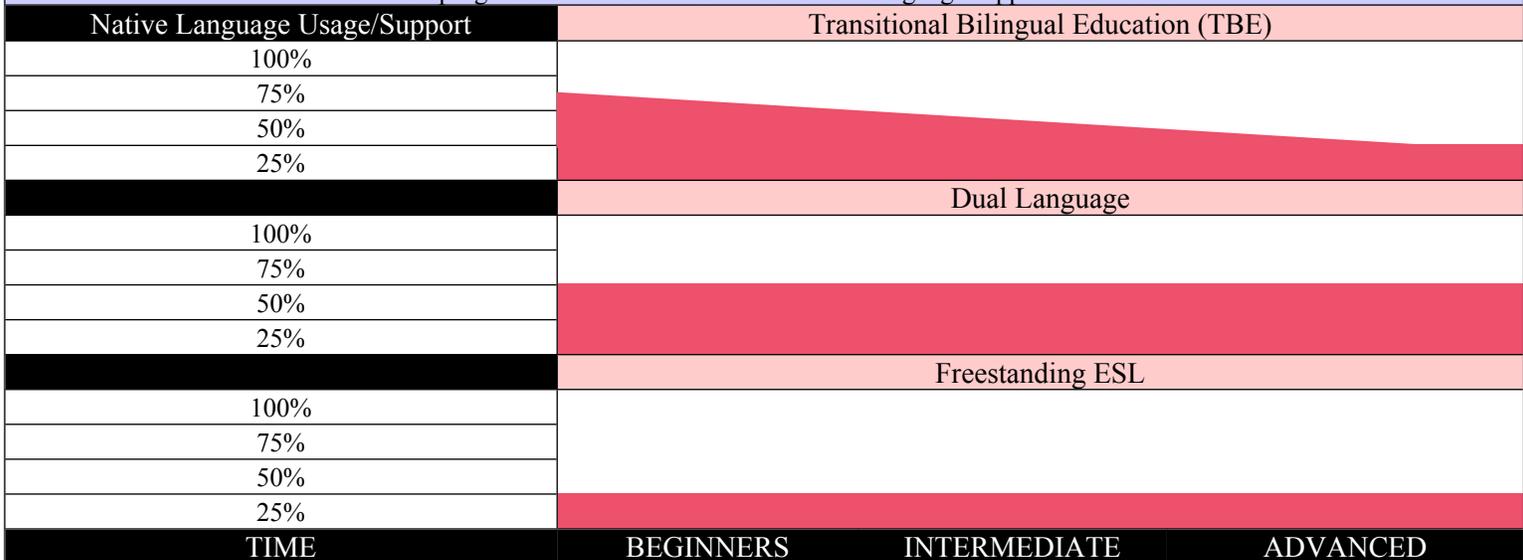
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?

## B. Programming and Scheduling Information--Continued

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

8. ELA instruction is given using a sample NYSESLAT workbook that transitions to an ELA reading comprehension program. In addition to the NYSESLAT workbooks, all ELLs take the ELA Acuity practice exam. Math is made assessable to ELLs by using scaffolding, math vocabulary, rubrics, graphic organizers and assessments as needed for both middle school and high school students. Students are offered regents in their target language, and new students are paired with bilingual students. The program currently used in English is Milestones pre-literacy through transition. It combines a unique embedded assessment plan along with a balanced blend of literature and content reading. Translation programs are purchased for each language and individualized per student. Students have access to media centers and computers where they utilize the programs. Textbooks are purchased for each content area in a student's native language when available. The ESL teacher meets with students daily to preview content specific vocabulary prior to units and lessons in each of the content areas. The intervention services offered at our school are:

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

Advisory

Rosetta Stone

9. English Language Learners reaching proficiency receive support in the content areas such as history and writing, and academic projects and discussions. Students benefit from visual support, building on background knowledge, pre-teaching vocabulary and making connections between content areas. At this level of proficiency students need more correction/feedback on their errors, even those that do not directly affect meaning. Language goals are discussed with students so the ESL teacher can assist in providing modeling and correction in specified areas. Where indicated former ELLs are provided with test accommodations, such as, separate locations, additional time and or having the exam read aloud.

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

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

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

13. In the classroom the students are provided with power point, visuals, read aloud, graphic organizers, hand- held translators, smart boards, pre-teach, and modified curriculum, glossaries, personal libraries in native languages, especially in the more challenging contents, like, history and science. In the early production stages of language acquisition students draw pictures to illustrate his/her learning and thoughts, summarized versions of the English books that are grade level and age appropriate are provided for content classes and literature, previewing the text, teaching grammatical structures relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening. Also, books in the students native languages are available. Some of the Technology instructional programs presently being used are:

Brain-Pop ESL

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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Advisory

Rosetta Stone

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

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

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

13. In the classroom the students are provided with power point, visuals, read aloud, graphic organizers, hand- held translators, smart boards, pre-teach, and modified curriculum, glossaries, personal libraries in native languages, especially in the more challenging contents, like, history and science. In the early production stages of language acquisition students draw pictures to illustrate his/her learning and thoughts, summarized versions of the English books that are grade level and age appropriate are provided for content classes and literature, previewing the text, teaching grammatical structures relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening. Also, books in the students native languages are available. Some of the Technology instructional programs presently being used are:

Brain-Pop ESL

## E. Parental Involvement

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

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

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

3. Parents needs are evaluated by communicating with them and listening to their concerns. Some parents work long hours, so scheduling conferences are flexible. Parents/guardians are provided access to information and resources that will encourage success for the student. Literacy experiences in the home language are encouraged. Some parents are encouraged to take ESI classes and are given literature and information if needed. Invite and encourage parents to volunteer at the school. The schools website can be translated into over 30 languages, all print material is translated into the indicated native language and a translator is provided if needed during the original intake interview and subsequent visits.

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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. ESL teachers attend conferences at the UFT teacher center, take online digital workshops that include writing in content areas and differentiating instruction in high school. Future PD workshops may include some topics regarding ESL related content. ESL teachers and all related staff participate in bi-weekly PD that focus on looking at student work and planning differienated lessons and units. ELLs and their work are a focus in the conversations and workshops.

2. Staff is made aware of the social and emotional needs of students as they transition from middle school to high school, such as, financial, translation and household responsibilities. The guidance counselor works in cooperation with the the ESL teacher to place incoming ELL students in the appropriate advisory class. Advisory serves as a home base for students where they get support from a collaborative group of peers and an advisor who acts as the student's advocate.

2. Parent's involvement include: social events, orientation to the school, parent groups, translators and interpreters, volunteers, the annual international dinner, the workshops regarding SAT prep and college admissions and community resources liaison. Notices are provided for parents who cannot attend school events in the home language that explain the purpose of the schools functions and what will be

## D. Professional Development and Support for School Staff

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

1. ESL teachers attend conferences at the UFT teacher center, take online digital workshops that include writing in content areas and differentiating instruction in high school. Future PD workshops may include some topics regarding ESL related content. ESL teachers and all related staff participate in bi-weekly PD that focus on looking at student work and planning differentiated lessons and units. ELLs and their work are a focus in the conversations and workshops.

2. Staff is made aware of the social and emotional needs of students as they transition from middle school to high school, such as, financial, translation and household responsibilities. The guidance counselor works in cooperation with the the ESL teacher to place incoming ELL students in the appropriate advisory class. Advisory serves as a home base for students where they get support from a collaborative group of peers and an advisor who acts as the student's advocate.

2. Parent's involvement include: social events, orientation to the school, parent groups, translators and interpreters, volunteers, the annual international dinner, the workshops regarding SAT prep and college admissions and community resources liaison. Notices are provided for parents who cannot attend school events in the home language that explain the purpose of the schools functions and what will be happening.

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

## E. Parental Involvement

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

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

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

3. Parents needs are evaluated by communicating with them and listening to their concerns. Some parents work long hours, so scheduling conferences are flexible. Parents/guardians are provided access to information and resources that will encourage success for the student. Literacy experiences in the home language are encouraged. Some parents are encouraged to take ESL classes and are given literature and information if needed. Invite and encourage parents to volunteer at the school. The schools website can be translated into over 30 languages, all print material is translated into the indicated native language and a translator is provided if needed during the original intake interview and subsequent visits.

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)								1	1		1	1		4
Advanced (A)							4	1	1	1	2		1	10
Total	0	0	0	0	0	0	4	2	2	2	3	1	1	15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

## Additional Information

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

1. ECLAS-2 has been used to assess ELLs literacy skills. It used to target instruction based on an individual student's demonstrated strength and weakness. This information is helpful in planning newly enrolled ELL curriculum according to the student's language acquisition.
2. Out of 17 ELLs there are 7 moving towards the proficiency level. There seems to be a correlation between the language proficiency level and the grade of the students. Last year out of 21 EELs 11 passed the NYSESLAT.
3. Students can be given more focused and challenging instruction. NYSESLAT indicates additional instruction and in content specific vocabulary. Word-walls were created in the ESL classroom and content specific books have been purchased to supplement the content libraries.
- a. Grade 6 and 7 were more proficient in levels 1 and 2 ELA exams while 8th grade was more proficient in level 3. In Math grade 6 was more proficient than 7th and 8th grade. In Science 8th grade was more proficient in level 3, and Social Studies the data is consistent for 8th grade.
- b. The results of these assessments are used to target instruction. Acuity exams are administered in ELA and Math.
- c. ELL's tend to do better in content areas where the English language is not so demanding, in contrast to content areas where use of higher level thinking skill for reading and writing is needed.
6. ELLs demonstrate comprehension by answering questions, understanding teacher explanations and directions, doing well in formal tests. The Lab-R, the acuity term assessment, PSAT in high school. The NYSESLAT is used to determine ELL proficiency levels. Paste additional information here

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					3				3
7							1		1
8			1		1				2
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			2						2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	5		3	
Geometry	3		3	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	5		3	
Physics				
Global History and Geography	1		0	
US History and Government	5		5	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
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  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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6. ELLs demonstrate comprehension by answering questions, understanding teacher explanations and directions, doing well in formal tests. The Lab-R, the acuity term assessment, PSAT in high school. The NYSESLAT is used to determine ELL proficiency levels. Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Inbal	Principal		1/1/01
Mr. Glatz	Assistant Principal		1/1/01
Rosemary Moyana	Parent Coordinator		1/1/01
Yvonne Frazier	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **252** School Name: **Queens School of Inquiry**

Cluster: \_\_\_\_\_ Network: **CUNY**

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

**Part A: Needs Assessment Findings**

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

All students receive blue personal information cards on first day. Parents fill out language preference and a record of preferred languages is kept.

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.

Language preferences are designated in ATS. Teachers and school faculty also have access to students' blue cards. Signage is posted throughout the building noting we are able to translate written documents in multiple languages.

## Part B: Strategies and Activities

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

Our website [queensinquiry.com](http://queensinquiry.com) which is contracted through eChalk is translatable in up to 32 languages. All written communications with families are posted on the website and can be translated by viewers.

Lunch forms and enrollment paperwork is ordered/translated into multiple languages during the summer and prepared for opening week of school.

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.

School Messenger - a phone, email and texting service - can be translated into multiple languages. It is linked to our ATS and translates messages in the indicated preferred home language.

All teachers and school staff have access to the NYCDOE translation and interpretation services.

Interpreters are made available at Parent Teacher Conferences.

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

We direct parents to the NYCDOE website, and we send a mailing to all families with the Chancellor's Regulations A-663 information at the beginning of every school year.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Queens School of Inquiry	DBN: 25Q252
Cluster Leader: Cass Conrad	Network Leader: Dennis Sanchez
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> *Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: QSI's ELL program follows a push-in model. There is limited time during the school day for the ESL teacher to meet with students individually. A supplemental program allows the ESL teacher time to target our newcomers and work with them to build content specific vocabulary and provide assistance with homework and class projects. Before school, the ESL teacher utilizes the time to check student agendas and respond to questions about the previous night's homework. It is also an opportunity to preview the day's work and identify vocabulary the students will require to be successful in their classes. After school, homework and projects are targeted, and students are paired to practice reading. The ESL teacher utilizes the online reporting and grading program, jupitergrades.com, and her supplemental library when working with the students.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The ESL teacher participates in the middle school common planning periods one time per week per grade level. One meeting each week is put aside to discuss students and focus on the needs of the ELL population. The ESL teacher communicates strategies being utilized for each student and how to incorporate these strategies into the general education classroom. The full QSI staff meets bi-weekly in grade level or content area teams. The ESL teacher rotates during this time to look together with the general education teachers at student work and discuss best practices in the classroom.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The ESL teacher makes weekly phone calls to her students' families to update them about student progress and they discuss strategies for student success. Parents of ELL students are invited to all school programs, and the school website, queensinquiry.com, is where all invitations are

**Part D: Parental Engagement Activities**

posted. The website can be translated into more than 32 languages. Announcements are also made through School Messenger, a phone and email alert system. Announcements are made in the family's documented preferred language.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

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) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		