



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ QUEENS HIGH SCHOOL FOR INFORMATION RESEARCH AND TECHNOLOGY _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 27Q302 _____

PRINCIPAL: _____ EDWARD SHEPARD JR. _____ **EMAIL:** _____ ESHEPARD@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
Edward Shepard	*Principal or Designee	
Jean Severin	*UFT Chapter Leader or Designee	
Michelle Reed	*PA/PTA President or Designated Co-President	
Lewis Hobgood	DC 37 Representative, if applicable	
Bryan Concha Shenaz Steed	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ester Byers	CBO Representative, if applicable	
Linda Castleberry	Member/Parent	
Mary McCutchen	Member/Parent	
Shanique Nelson	Member/Teacher	
	Member/	

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

Annual Goal #1

By the end of the 2011-2012 school year, QIRT student average daily attendance will have risen to the level of at least 85%.

Comprehensive needs assessment

According to 2009-2010 Progress Report data, the average daily attendance for the school was approx. 79%; according to the 2010-2011 Progress Report data, the average daily attendance for the school was 81.4%. Students will not successfully earn credit in their courses and earn the essential Regents credit required for graduation if they are not consistently present in their courses daily and doing the work of their courses.

Instructional strategies/activities

Beginning in October an Attendance team was formed that included 4 teachers, our CBO, our Guidance counselor and our AP. This team monitors school attendance by making phone calls and addressing students in their classrooms when they attend. This team has also spearheaded an incentive campaign called G2G (Good to Go). This program rewards students for positive behaviors and addresses students as responsible young adults who are in control of their decisions. One of the ways students can earn rewards is with improved attendance. The December students will be divided into cohorts based on their daily attendance and assigned an intervention teacher, who will call students and their parents to discuss. We have 12 different staff members that make phone calls throughout the day regarding attendance trends. These contacts are logged and then the Attn teacher, Parent coordinator and Assistant Principal review the trends. As this program moves forward we expect to adjust our cohort groupings based on the most up-to-date attendance data, feedback from our teachers and results of our G2G program.

Strategies to increase parental involvement

We have held two parent meetings, in which we discussed prior attendance trends and what we are doing to address this year's attendance. We have also had, through our attendance team, been contacting parents on a regular basis regarding student attendance and incentive for attendance. As part of the attendance team's outreach we are preparing incentives for parents to attend our after-school meetings and opening up opportunities for them to come into school during the day to meet with classroom teachers or attendance team-teachers. Moving forward we are moving to involve the parent coordinator directly in our attendance intervention by giving him a cohort of students that have significant attendance issues as is shown by the data in ATS. He will use this opportunity to create a stronger relationship with these parents that are in most need of support in address their child's attendance issue.

Strategies for attracting Highly Qualified Teachers (HQT)

The first step we are taking is to give training to our current teachers on the Attendance team at our school which receives guidance and support from our New Visions Network. These teachers have had some training from our network on attendance interventions, and have been meeting once a week to share their attendance interventions and work together to develop new strategies.

We identified these teachers by looking at their prior instructional record and qualitative data on teacher-student interactions taken from referrals and behavioral reports.

As we look to hire a special education teacher we have been looking for candidates that have experience in leading teams (attendance, grade, department or incentive) to add a special education perspective to our Attendance team. We are also working with our CBO to gain training for the SafeSpace coordinator in attendance interventions.

Service and program coordination

Along with our weekly attendance meeting we are using AIDP monies to hire an Attendance teacher through the New Visions network. This attendance teacher operationalizes our out-of-school plan by conducting home visits, coordinating our efforts with NYCDOE regulations and helping us network with other schools who are addressing similar issues.

We have also aligned our efforts with the LIJ clinic to have students, identified through the attendance team, visit the social worker or guidance counselor to address the underlining reason for their poor attendance.

The Assistant Principal oversees these referrals, coordinates with the Deans office and lead the attendance team meetings in organizing this effort.

We also have a grant from SafeSpace, this program provides students with after-school opportunities, clubs, and activities that we are linking to our attendance outreach.

Budget and resources alignment

- Assistant Principal (TL Fair Student Funding HS)
- Attendance teacher (AIDP Attendance Shared)
- Sparks Counselor (OASAS Sub Abuse)
- Guidance Counselor (TL Mandated Counseling Shared)
- SafeSpace liaison and coordinator (Grant)
- Teacher Overtime (TL Fair Student Funding HS)
-

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

The graduation rate for the QIRT Class of 2012 will be at least 75%.

Comprehensive needs assessment

The Class of 2012 will be the first graduating class of the Queens High School for Information, Research, and Technology. At the beginning of the current school year, according to the Grade Tracker data, only 48% of the students in our 12th grade cohort were on track to graduate.

Instructional strategies/activities

Beginning in September we have audited every senior transcript to identify the gaps in their progress towards graduation. We made schedule adjustments to ensure that every senior was taking courses that they needed for graduation. Seniors were also given a college preparedness course to support their efforts in completing college applications and entering college. After transcripts were reviewed, seniors met with individually with their guidance counselor to discuss their current status and aspirations. Moving forward through the year, seniors will have multiple opportunities to take NYS Regent exams and earn credit for the courses they are lacking. At the same time we have an active College Now program that we hope to expand through a partnership with Outward Bound and Queens College (CUNY). Students are getting exposure to the college experience while addressing gaps in their graduation requirements. Seniors now have individualized programs, extra-support to address credits and regent exam gaps and are receiving on-going support in their college application process.

In the Spring, seniors will be offered courses individualized to ensure their graduation, and the opportunity to be more involved in College Now courses. To date all seniors are taking a set of formative assessments in courses that end in a Regent exams to help support their learning by identifying strengths and weaknesses.

This will become a uniform policy next semester for all courses.

Strategies to increase parental involvement

We have had two meetings with senior parents regarding graduation requirements and each student's current standing. Parents have also had the opportunity to meet with our Guidance Counselor where college options were discussed along with an explanation of HS graduation requirements. Parents have also been contacted through our Parent Coordinator to come in and discuss transition plans for the senior class.

Strategies for attracting Highly Qualified Teachers (HQT)

The first step we are taking is to give training to our current teachers training in a number of key areas that will support our seniors. Teachers have had training on Castle Learning software and used Acuity exams as a diagnostic to identify areas of growth for each senior. Teachers have been told about the individualized goal each senior has and what they need to complete in order to graduate. We also sent teachers to attend a workshop done by College Summit which trained staff to help students navigate the college application process. Offering these workshops has help our teacher meet the needs of our senior class as is evident by the senior classes being taught and the College Summit program being offered to all seniors.

Service and program coordination

Our guidance counselor conducts audits of senior transcripts every term and relates information to teachers about individual students. We then use the College Summit to support students in their current work and their application process. We also offer academic interventions to seniors through small class instruction, independent assignments and tutoring. The Principal oversees this work, meeting with the Guidance Counselor on a regular basis to check the progress of seniors.

Budget and resources alignment

- Principal (TL Fair Student Funding HS)
- Guidance Counselor (TL Fair Student Funding HS)
- College Summit (TL Fair Student Funding)
- Tutoring/Teacher overtime (TL Fair Student Funding)
- Castle Learning Software (Title I School-Wide Projects)

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

By the end of the 2011-2012 school year, QIRT staff will be able to demonstrate that we have begun in a substantial way to incorporate the Common Core Learning Standards into the instructional program of the school. We will do this by devising, and having students complete, at least one task that is directly aligned with the Common Core Learning Standards (CCLS) in MATHEMATICS and one task that is directly aligned with the CCLS in English Language Arts (ELA).

Comprehensive needs assessment

The United States is moving toward the establishment of nation-wide standards of college and career-readiness for its students. The Common Core Learning Standards represent this national effort, and schools are expected to fully implement the use of the CCLS by 2014. Schools in the NYCDOE, and throughout New York state and the country, are aligning curricula with the new CCLS. QIRT is taking its place among the schools that have begun this effort.

Instructional strategies/activities

When we created our school schedule, we created time for staff each Monday and Thursday to meet for Professional development. Our Monday whole staff meetings are designed to introduce the CCLS to staff along with the DOE expectations (Sept-Nov). From there staff will be involved in matching instructional strategies with that they have been using effectively with our student population and connecting them with specific CCLS (Dec). Staff will then be asked to create a sample performance task that will be peer reviewed by staff (Jan).

While this work is occurring the Thursday department meetings are designed to give small staff groups the opportunity to meet in brainstorming session and connect content elements to the CCLS and strategies being discussed. Staff also receives coaching geared towards their subject area during this time. The coaching is support both with in-house and outside personal.

In the Spring semester staff will prepare their performance task and have it peer reviewed (Feb). Staff will then focus on specific instructional strategies that will be used during classroom instruction to provide the students with the skills to complete the performance task (Mar). Following this staff will provide problems of practice in our PD meetings to help us identify areas where students and/or instruction is lacking, and peer groups will assist teachers in making the needed adjustments (Apr). To wrap up the year we will be conducted a share in grading all student work against the expectations set by the CCLS, and identify areas for review and/or enrichment for each student as related to the CCLS and NYS summative assessments (May-Jun).

Staff will be continuously involved in initiating ideas for school-wide strategies, supporting their colleague's growth and design full curriculum that meet the demands of the CCLS.

Throughout this work administration will use the observation process to monitor the progress teachers and reinforce the outcomes of PD session and the use of CCLS.

Strategies to increase parental involvement

As part of the CCLS performance tasks rubrics will be set home with students to show parents the expectations and outcomes their children are expected to achieve.

We also plan to have a parent meeting in the Spring term to discuss how student assignments may look different in both rigor and content through our focus on the CCLS.

Strategies for attracting Highly Qualified Teachers (HQT)

We have held numerous workshops with staff regarding the CCLS and the expectations that are being set. As we grow the capacity of our own staff we are taking measure of how this work is transferring to student outcomes. Our observation of teachers has started to focus on student outcomes and we fully expect that our teachers will all be able to create rigorous CCLS tasks by the end of this year.

Through the New Teacher Project every hiring we have done has focused on what abilities and instructional strategies the teacher we are interviewing has and how they connect to the CCLS. We have been looking closely at student work as the measure with which we can understand if a teacher is using the CCLS and more importantly if students are being engaged at a rigorous level within the CCLS.

New Vision coaches are working closely with our Math department to support their growth and the Principal and Assistant Principal have attend numerous trainings on the CCLS. By putting the CCLS at the forefront of what we do, we believe our will are developing HQTs.

Service and program coordination

We have dedicated time every Monday after school and every Thursday in school for teacher to learn, work and master the CCLS. The Principal and Assistant principal have designed professional development session that take place on Monday to explore the CCLS and each department team meets on Thursday to develop instructional strategies that are aligned to the CCLS.

The teacher observation process is focused on instructional practices and speaks directly towards the student activities and outcomes observed during the class period and the CCLS. Course outline are being modified to better align with the CCLS and summative tasks are being created that meet the demand the CCLS requires. We plan that every teacher by March will have a CCLS task ready for their students to complete and that we will be able to review student work in May and use it to support their progress towards the NYS Summative assessments in June.

Budget and resources alignment

- Principal (TL Fair Student Funding HS)
- Assistant Principal (TL Fair Student Funding HS)
- New Visions coaches (TL Fair Student Funding HS)
- Supporting textbooks (TL NYSTL Textbooks HS)
- Professional Development conferences (Title One School-Wide Projects)
- Instructional Coaches (Title One School-Wide Projects)

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	98	98	98	98	8	3	3	4
10	80	80	80	80	6	2	4	5
11	74	74	74	74	10	4	2	2
12	68	68	68	68	7	4	2	2

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
ELA	2 nd ELA course within the school day After-School Tutoring Class sizes of 20 or less for identified students Active reading strategies lesson given to identified students

<p>Mathematics</p>	<p>Class sizes of 20 or less for identified students 4 term Integrated Algebra and Geometry for students performing at Level I & II After-School Tutoring Spiraled instruction to connecting 8th grade math concepts to 9th Algebra course</p>
<p>Science</p>	<p>4 term Living Environment course for identified students Inquiry and problem based Instruction during the school day Small group tutoring during the school day Make up labs after school</p>
<p>Social Studies</p>	<p>After-School Tutoring One-on-one Regents prep with the use of Castle learning to identify and address student areas in need of improvement Blocked US History and US Government classes Students are scheduled for a research and writing class to improve their reading and essay writing skills</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Individual and small group counseling; parental outreach (telephone calls, letters mailed, home visits, parent meetings) Collaborates with teachers and deans when incident arise Develops school-wide assemblies and Town Hall meetings regarding topics of neglect, abuse and sexual activity Organizes student monitoring (conduct sheets, student contract); accurate class programming and Regents programming; case conferencing; participation in Pupil Personnel Teams</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Attend monthly PPT meetings; provide individual and small group counseling for crisis intervention through the LIJ health clinic Meets with parents, teachers, and school staff to assist in identifying and addressing social and emotional issues. Coordinates with our Special Education Chair on target populations and interventions Formulates behavior intervention plans for students experiencing behavioral challenges</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Attend monthly PPT meetings; provides individual, group and family counseling Leads the crisis intervention outreach in emergency situations Assists the Deans office in provides assistance and mediation between student-parent, student-teacher, and student-student relationships Connects parents and students to recreational, educational, medical, and self-empowering programs and services; conducts parent outreach and makes appropriate referrals</p>

At-risk Health-related Services

We have a full on-site medical facility of which 93% of our students are members.
A full list of services including; immunization, yearly physical check-ups and on-site vision and hearing screening is offered.
Sexual education, depression screening and other health related services are provided for all students

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

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Derek Smith	District 27	Borough Queens	School Number 302
School Name Queens HS for Info, Research and Tech			

B. Language Allocation Policy Team Composition [i](#)

Principal Edward Shepard	Assistant Principal Justin Stark
Coach	Coach
ESL Teacher Lashonda Williams	Guidance Counselor Marsha Desroches
Teacher/Subject Area Leightoya Johnson/ELA	Parent
Teacher/Subject Area Jason Tillman/Math	Parent Coordinator Louis Hobgood
Related Service Provider	Other Jill Nappi/Earth Science
Network Leader Derek Smith	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	323	Total Number of ELLs	34	ELLs as share of total student population (%)	10.53%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

Paste response to questions 1-6 here

When a new student is admitted into QIRT HS, we are implementing a series of steps that will be followed in order to ensure proper identification of LEP status. They are as follows:

If a student is coming from a non NYC public school, we will:

1. Have the parent fill out the Home Language Identification Survey. We will use that as a means to check background information about the family.
2. Parents/Guardians will also have to undergo an oral interview where they will answer 5 questions in English. This interview will be conducted on a rotating basis by a QIRT teacher who is free (has a prep or admin period) at the time that the family comes to enroll. (Prior to this, all staff will undergo an "oral interview training." At the training, they will learn the purpose of the oral interview, the steps they should take, and how to appropriately file their paperwork.)
3. While parents are filling out the HLIS and being interviewed by staff, the student will be completing a brief assessment for math and reading comprehension skills. The math and ELA departments will create this assessment in advance (and review it annually) so that it can be sent to the DOE Translation office. We will have multiple copies and a variety of languages on hand. The assessment will be multiple choice so that anyone can quickly and easily grade it. This assessment may also allow us to begin to identify SIFE students.

If a student is coming from a NYC public school, we will:

1. Use the initial HLIS on file for them and proceed accordingly.

After this process, if students are deemed LEP eligible the ESL teacher will administer the Lab R to them during prep and admin periods until the entire exam has been completed, but not to exceed 10 days from the student's initial enrollment.

The school process for distributing entitlement letters, Parent Surveys and Program Selection remain the same as in previous years. Near the beginning of each semester (in October and February), there is a parent meeting for all ELL students. The ESL teacher explains the differences among Transitional Bilingual, Dual Language and Freestanding ESL. There is a Question and Answer period, and then parents complete their selection documents before leaving. The documents will be kept on file with the ESL teacher, and copies will be placed in the cumulative files of the applicable students. Parents who do not show up for the meeting will have the process repeated with them over the phone, by the ESL teacher, within a week. They will then send their paperwork in with the student, or fax it over.

If new students are admitted after the beginning of the semester, QIRT will hold a monthly meeting to go over these important selection choices. Of course, written translations of the documents will be available in Arabic, French, Haitian Creole and Spanish. We will also have a Spanish speaking interpreter (probably a QIRT staff member) on hand to assist the Spanish speaking families as necessary.

Looking at our Program Selection Forms from the past few years, the trend is that most parents have selected Free Standing ESL. This is in line with the program model that we offer at our school, and shows that we are in communication with the families to best meet the needs of our ELLs. We do however, have a few parents who would prefer a bilingual program (though not enough to actually implement one). We plan to begin to offer those students more access to bilingual texts in their content area classes, so that even though they are in freestanding ESL, they can still continue to access to their native language skills.

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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										11	11	8	4	34
Push-In														0
Total	0	0	0	0	0	0	0	0	0	11	11	8	4	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	6
SIFE	14	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	10

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

ELLs by Subgroups		
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	16	8	0	8	5	0	10	0	6	34
Total	16	8	0	8	5	0	10	0	6	34

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
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	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										10	11	6	1	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													2	2
Haitian												1		1
French												1	1	2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	11	11	8	4	34								

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?

Students receive pull out services for 2 block periods a day with a certified ESL teacher. The periods range from 44-60minutes each and so students receive a maximum of 600minutes. This has been extremely helpful to the beginner and intermediate students who are struggling in the content areas due to a lack of fluency. Advanced students, though they are also in the double block period, only have one period a day of tradiitonal ESL and the other more closely resembles a traditional ELA class. They have been studying grade appropriate literature and wrting skills, as they prepare to take the English regents in 2012. However, they will be transitioning from a self contained to a push in model for the spring semester. The ESL teacher differientitates her lesson plans and assessments for students based on their NYSESLAT English proficiency scores. She also trains the ELLs on how to use the bilingual glossaries (we currently have them in Arabic, Tringinya, French and Spanish), to assist them with vocabulary building. Students are given bilingual vocabulary tests in ESL, as well as weekly content area vocabulary quizzes.

As we transition to a more push in based model, in an effort to provide the most least restrictive environment to our ELL students, other staff members will be assisting the advanced Spanish Language students in their content area classes. We have a bilingual ELA teacher and a Spanish teacher who will push into 1 period a day with Advanced students (Earth Science and Algebra respectively) to provide them with necessary assistance.

All ELL students also receive 1 period of Native Language Arts per day. This period ranges from 44-60 minutes daily totaling a maximum of 300 minutes a week. Within these classes, students are grouped according to grade level so that they can engage in grade appropriate work. Within this class, students are able to conduct research for independent research projects in their native language. The NLA teacher instructs them on how to conduct research, explains what the appropriate guidelines are and provides feedback as appropriate. In this class students work using actual literature in their native language: Spanish translated textbooks, Arabic websites, etc. It has fostered a sense of confidence for many of our students because when they return to their content area classes, the material is much more comprehensible to them.

For content area classes (math, science, history, art, etc) students are groups heterogenously with general ed and IEP students. Teachers met last year, and over the summer, to develop a list of strategies that could be used across the board to support ELL students. The primary strategies that have been identified (though many teachers do much more) are: the use of graphic organizers, explicit vocabulary instruction, written notes, explicit step by step instructions for all activities, native language support texts (primarily translated textbooks), and strategic grouping of ESL students with non ELL students who shares the ELL's native language. Furthermore, every classroom at our school is equipped with a projector and speakers, so teachers are able to create PowerPointPresentations, show videos, provide students

A. Programming and Scheduling Information

with visual aids. We are in the process of ordering bilingual glossaries in French and Spanish so that each classroom will have its own to use as necessary.

Our process for assessing ELL students is currently under revision. Up until now, we have primarily been assessing ELL students in English for the content area classes. However, since ELLs are entitled to take the regents exams in their native language (or have an interpretator if the exam is not already translated into their language), we are taking measures to provide them with the same accomodation for in class exams. We have tried using the DoE Translation Office but have not had great success with this meeting the needs of our school (due to time constraints and questions about translation accuracy) Presently, we are using a bilingual paraprofessional to translate Algebra (and other math) exams into Spanish since students may choose to take those regents in Spanish. For (global and united states) history and science areas (earth science and living environment), we have dual subscriptions (English and Spanish) to Wizard TM for all of those content area teachers. The website provides tests on different units, by taking questions directly from old regents exams. Students who are Spanish dominant can take the exact exam as their English peers, which is in line with the final state assessments: the regents. We are looking for volunteers from the community who would be willing to translate assessments into less accessible languages (i.e. Arabic and Tigrinya).

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

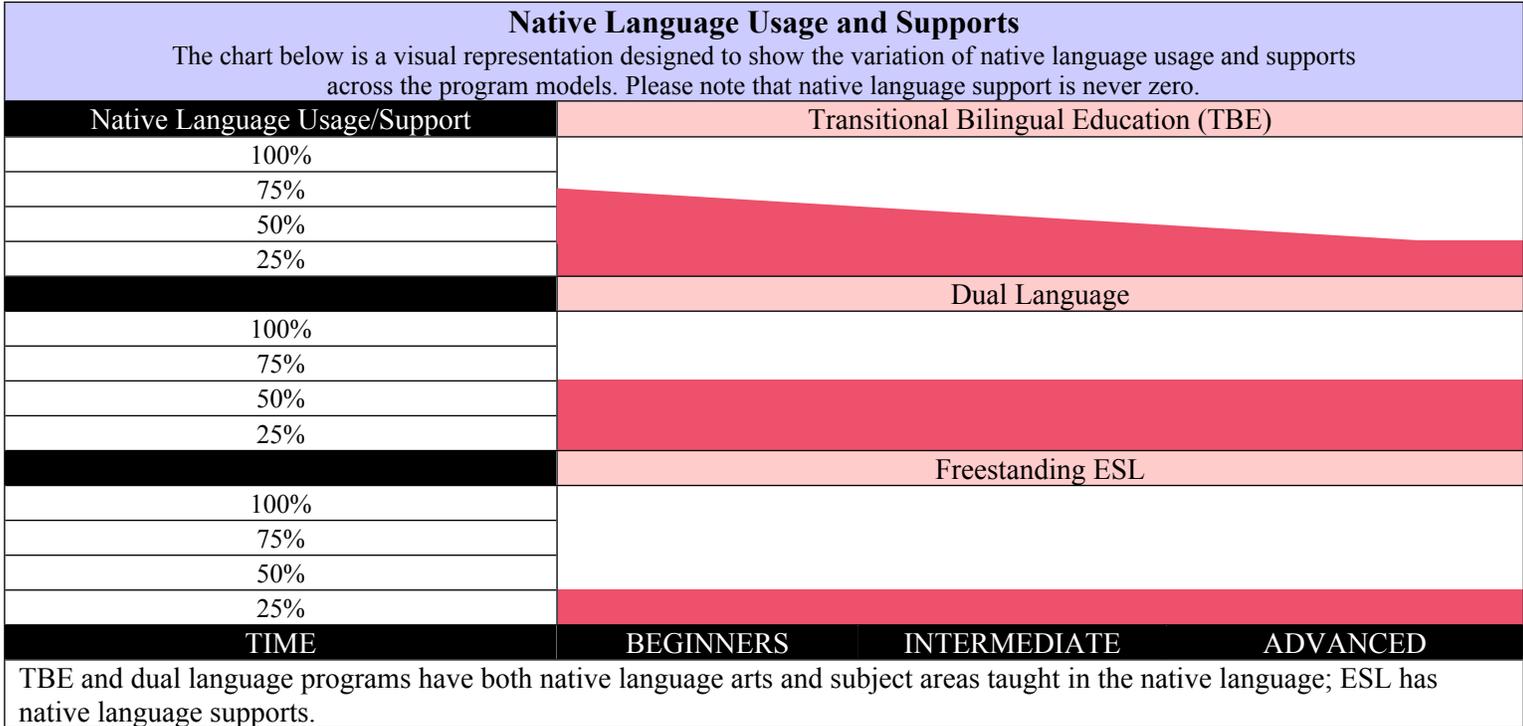
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish, French			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

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

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



B. Programming and Scheduling Information--Continued

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?

ELLs are allowed to participate in all after school programming that are available to QIRT students (and we have a large number who are actually involved). After school programming includes the Far Rockaway Campus Sports teams (basketball, track, swimming, soccer, etc) as well as the Safe Space Performing Arts groups (dance, drama, step, etc).

In December, after school class tutoring and regents prep began for math, global history and english. ELL students who are in these courses, or would like additional assistance with these subject areas are encouraged to stay after school to meet with teachers. In the spring semester, our Academic Intervention Services will also be held after school and students will be assigned to targeted intervention areas.

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?

ELLs are allowed to participate in all after school programming that are available to QIRT students (and we have a large number who are actually involved). After school programming includes the Far Rockaway Campus Sports teams (basketball, track, swimming, soccer, etc) as well as the Safe Space Performing Arts groups (dance, drama, step, etc).

In December, after school class tutoring and regents prep began for math, global history and english. ELL students who are in these courses, or would like additional assistance with these subject areas are encouraged to stay after school to meet with teachers. In the spring semester, our Academic Intervention Services will also be held after school and students will be assigned to targeted intervention areas.

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.

The ESL teacher has planned a variety of on site trainings for our staff. Staff were given content specific materials at the beginning of the school year regarding specific ESL strategies for their subject area. Throughout the year, the ESL teacher will be leading professional development workshops to further assist teachers with our new arrivals (who often have a hard time transitioning). We are also in the process of getting outside ESL support staff to come in and lead workshops for the entire staff on PD days.

In addition to this formal training, the ESL teacher frequently uses her prep and admin periods to work with the content area teachers. She meets with them to lesson plan, review ELL assessments, plan targeted interventions for specific students (especially those within our SIFE population). Thus far, we have seen significant results within the math and science departments.

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?

QIRT seeks to increase parent involvement from all of our families this year. We plan to specifically target the ELL parents by having more resources available in their native language. As previously mentioned, we are working on translating phone messages and written documents. The ESL teacher is also having meetings with the families of the new arrival students. She also sends home a monthly newsletter that her students create. The newsletter includes upcoming school events, samples of students' work, and sections in other languages so that parents know what's going on and can play an active role in their student's life. The guidance counselor also conducts frequent parent meetings with the parents of our seniors, to review graduation requirements and college procedures. This has been really helpful for the families of our ELL students as many of them are not familiar with the high school/college process here in the United States,

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	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
	Network Leader		1/1/01
	Other		1/1/01