



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS SATELLITE HIGH SCHOOL FOR OPPORTUNITY

DBN): 28/Q/338

PRINCIPAL: MARK MELKONIAN EMAIL: MMELKONIAN@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
Mark Melkonian	*Principal or Designee	
David Kupfer	*UFT Chapter Leader	
Cinnamon Green	*PA/PTA President	
	DC 37 Representative, if applicable	
Imraz Pasha Edward Hampton III	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Luz Rojas	Assistant Principal	
Vincent Congello	Teacher	
Zemeela Pasha	Parent	
Judy Crespo	Parent	
Mohammed Pasha	Parent	
Marian Hampton	Parent	
Kristy Nguyen	SBM	

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence. By August 2012 the number of students will demonstrate an increase in the NYS ELA Regents from 54% to 60%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We had low scholarship reports and low ELA regents passing rates. As a result, the data generated the need to improve student achievement. The data is based on 2011 ELA Regents scores. This year we have 261 students: 8 students have an ELA Level 1, 152 have an ELA Level 2, and 29 Students have no ELA level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Differentiated Instruction will be implemented to meet the diverse needs of student learners. Literacy will be implemented across curriculum. Aussie consultants will act as mentors and instructional coaches. Professional development opportunities will be offered by the Administration, the CFN, Aussie consultants, and qualified teachers. (Best Practices) Teachers participate in content/whole group common planning time to ensure inclusion in academic assessments decision making. The timeline is from the present to the end of June, 2012. Scholarship Reports will be reviewed and monitored as a tool to improve instruction. There will be observations (Formal/Informal) and also teacher goal attainment.

We plan to implement the following strategies to improve instruction leading to greater student achievement:

- Teachers attend common planning time on a regular basis
- Our Professional Development team has developed a PD plan
- Aussie consultants provide instructional support to all of our teachers
- PD workshops focus on instructional development
- Teachers provide tutoring on a regular basis

Below is our ELA Tutoring Plan.

PLAN FOR ELA REGENTS

READING STRATEGIES/SKILLS	WRITING STRATEGIES/SKILLS
<ul style="list-style-type: none"> • Author’s Purpose • Main idea and details • Characterization • Classification • Context Clues/Vocabulary <ul style="list-style-type: none"> ○ Inferencing • Drawing conclusions • Figurative language <ul style="list-style-type: none"> ○ Simile, metaphor, hyperbole, idiom • Chronological events <ul style="list-style-type: none"> ○ sequence of events: first, second, next, before, then, while, lastly, finally, in the end ○ showing time: now, today, soon, next week, in a month, a year later, over time, by the time • Compare and contrast <ul style="list-style-type: none"> ○ Like, likewise, unlike ○ Same as, different from/than ○ Similarly, by contrast, conversely, instead, ○ Too, also, as well as, and, but, not whereas, however ○ Both, as opposed to ○ In the same manner, on the 	<ul style="list-style-type: none"> • Listening to a reading passage <ul style="list-style-type: none"> ○ Active listening ○ Note taking ○ Using M/C questions to guide you ○ Identifying main idea and supporting details • Understanding the tasks • Writing a short response <ul style="list-style-type: none"> ○ Develop a controlling idea/thesis ○ Use supporting details ○ Use convincing language • Critical lens to analyze literature <ul style="list-style-type: none"> ○ Pre-writing: outline, Venn diagram ○ Interpretation of the critical lens ○ Write a thesis statement: indicate if you agree or disagree with the statement ○ Organize the body of your essay: use specific references to literary elements ○ Connect your ideas ○ ○

other hand

- Cause and effect
- Fact and opinion
 - Feeling words: think believe, suggest, perhaps, probably, usually, typically, should, must
 - Judgment words: good, bad, best, worst, most, least, always, never, all, none, fantastic, terrible, amazing, awful
- Predictions and generalizations
- Inferences and conclusions
- Summarize and paraphrase
- Reference materials
 - Dictionary
 - Thesaurus
 - Periodical
 - Almanac
 - Atlas
 - Encyclopedia
 - Web site
- Text features
 - Titles, headings, subheadings: give the main ideas of passages and parts of passages
 - Bold, italic, or all caps text: emphasizes key points and key words
 - Pictures, graphics, illustrations, charts, diagrams, tables: offer useful visual explanations of text

<ul style="list-style-type: none"> ○ Bulleted/numbered lists: break complex ideas down into simple points ○ Timelines ○ Parenthetical text ● Functional literacy <ul style="list-style-type: none"> ○ Forms to fill out ○ Labels on products ○ Sales receipts ○ Tables ○ Charts ○ Lists ● Plot ● Genres ● Mood ● Theme 		
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Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator will be the liaison between the parents and the community to ensure parental involvement in parental workshops and the School Leadership Team.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Professional Development from the CFN, Consultants and the Administration, utilization of instructional coaches. Ongoing continuous feedback; self assessment/reflection. Teachers establish instructional goals. Hiring Committee to review teacher qualifications. Administration attends teacher recruitment fairs and the school has established partnerships with schools of education.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our support programs include Project Stay, an organization that provides health and wellness seminars. Another valuable organization that provides youth empowerment is SAYA which meets on a weekly basis.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The funds from the following categories will be used to support the actions /strategies /activities described in this action plan:

- 1) Tax Levy FSF: (\$36,139) Per session for teachers, and guidance counselor for credit intervention programs and other academic intervention services.
Title I Target Assistance: (\$19,433) OTPS for Aussie consultants to support curriculum and staff development.
Contract for Excellence: (\$68,698) OTPS for curriculum and staff development, Aussie instructional coaches.
Tax Levy FSF (\$2050) Per session for teachers, inquiry team and quality review school wide instruction.
NYSTYL: (\$14,349) Out to parents - Classroom and library resources for students.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To prepare students for post secondary and career readiness. By August 2012 the number of students graduating and will be post-secondary ready will increase by 9% from 46 to 50.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Our student population is over-aged and under credited. A majority of our students arrive with poor attendance and a few credits. Some of our students live in shelters. We focus on the graduation rate and our students each have a personalized individualized graduation plan, Surveys are conducted to gather information from our students such as their career interests and post-secondary plans. This data is based on transcripts and student interviews.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

An alumni association was created last year that provides us with longitudinal data giving us insight on employment/college placement after graduation. Students will participate in career internships and career/college workshops and attend at least two college visits. Mentors work with our teachers focusing on college and career exploration. During Common Planning Time teachers discuss and implement career readiness lessons focusing on student involvement. The timeline is from the present to the end of June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator serves as the liaison between the school and the community. Information is on our school web page. Parent Coordinator conducts parent workshops focusing on financial aid, community involvement, college expectations, and career readiness.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Professional Development is provided by the CFN, Administration, Facing History And Ourselves, A representative from Borough of Manhattan Community College, and the Guidance Counselor. Workshops and seminars are provided by college and business mentors.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **The support programs that we provide are college and business on-site trips. The colleges that are students visit include: Hofstra University, St. John's University, BMCC, and QCC. Our students have visited the New York Times, Steve Madden, The Ritz – Carlton Hotel and other various business partners. Representatives from CUNY and BMCC have given seminars on college readiness, expectations and financial aid. Our Business mentors provide career readiness and seminars at our school.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The funds from the following categories will be used to support the actions (strategies) activities described in this action plan:

- 1)) Tax Levy FSF: (\$36,139) Per session for teachers, and guidance counselor for credit intervention programs and other academic intervention services.
Title I Target Assistance: (\$19,433) OTPS for Aussie consultants to support curriculum and staff development.
Contract for Excellence: (\$68,698) OTPS for curriculum and staff development, Aussie instructional coaches.
Tax Levy FSF (\$2050) Per session for teachers, inquiry team and quality review school wide instruction.
NYSTYL: (\$14,349) Out to parents - Classroom and library resources for students.
Tax Levy FSF: (\$12,000) Admission/Transportation.
Tax Levy FSF (\$9954) Computer Lap tops for student use.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To have teachers utilize Understanding by Design as a school-wide approach to curriculum and instruction. By August 2012 our teachers will be trained in Understanding by Design. This will improve the School- Wide Scholarship Report. By the end of August 2012 the School- Wide Scholarship Report will increase from 58.44% to 63.44 %.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Scholarship Reports, Observations (Formal and Informal), Lesson Plan Units, Curriculum Maps and Student Attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Understanding By Design Professional Development and training. Professional Development and workshops focusing on differentiated instruction and Understanding By Design. Information from the book (Integrating DI and Understanding By Design by Tomlinson and McTighe were distributed to all staff members in June, 2011. The workshops and Professional Developments will utilize specific Understanding By Design information from this resource. Lessons will be aligned to the Common Core Standards. Scholarship Reports will be monitored and used as a tool to improve instruction. Attendance will increase. Observations (Formal and Informal) During Common Planning Time teachers will work with and be supported by Aussie coaches, Assistant Principal and Principal. . The timeline is from the present to the end of June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator serves as a liaison between the school community and the parents. Parent Coordinator will coordinate School Leadership Team workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Professional Development from the CFN, Consultants and the Administration, Utilization of Instructional Coaches. Ongoing continuous feedback;

self assessment/reflection. Teachers establish instructional goals. Hiring Committee to review teacher qualifications. Administration attends teacher recruitment fairs and the school has established partnerships with schools of education.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **The programs to support this goal are professional development and workshops for teachers provided by Authentic Education. Teachers and Administrators will attend conferences to support Understanding by Design. Aussie consultants will provide ongoing literacy and instructional support throughout the year.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The funds from the following categories will be used to support the actions (strategies) activities described in this action plan:

- 1) Tax Levy FSF: (\$36,139) Per session for teachers, and guidance counselor for credit intervention programs and other academic intervention services.
Title I Target Assistance: (\$19,433) OTPS for Aussie consultants to support curriculum and staff development.
Contract for Excellence: (\$68,698) OTPS for curriculum and staff development, Aussie instructional coaches.
Tax Levy FSF (\$2050) Per session for teachers, inquiry team and quality review school wide instruction.
NYSTYL: (\$14,349) Out to parents - Classroom and library resources for students.
TL FSF (\$2000) Data Specialist Per Session

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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	60	60	67	77	18	0	14	0
10	62	60	61	68	15	0	11	0
11	46	47	52	58	11	0	8	0
12	28	30	27	31	7	0	5	0

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	<ul style="list-style-type: none"> • Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendations, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily. Teachers are also available during their prep time and lunchtime to meet with students. • AM and PM classes that focus on preparation for exams and portfolios. • Vacation courses. • Block scheduling. • Weekend classes that begin in the Spring to assist in preparation for the ELA Regents exam. Consultants will offer additional support before/after school: Facing History and Ourselves, Network for Teaching Entrepreneurship, Ritz Carlton, New York Cares, Ramapo, and Aussie.
Mathematics	<ul style="list-style-type: none"> • Block Scheduling. • Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily. Teachers are also available during their prep time and lunchtime to meet with students. • AM and PM classes that focus on preparation for exams and portfolios. • Aussie Consultants will offer additional support before/after school. We will offer vacation courses to build skills and content knowledge.
Science	<ul style="list-style-type: none"> • Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily. Teachers are also available during their prep

	<p>time and lunchtime to meet with students.</p> <ul style="list-style-type: none"> • AM and PM classes that focus on preparation for exams and portfolios. • Block Scheduling. • Consultants will offer additional support before/after school. • We will offer vacation courses to build skills and content knowledge.
Social Studies	<ul style="list-style-type: none"> • Identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily. Teachers are also available during their prep time and lunchtime to meet with students. • AM and PM classes that focus on preparation for exams and portfolios.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Our Guidance Counselor who works collaboratively with the social worker as well as the individual advisors to provide support to 246 students at our school. Outreach is done for services that may not be available within the school. Counseling is available before, during, and after the academic school day ends.
Services provided by Advocacy Teachers	<p>All students are in advocacy groups with an advisor. They work with their group and advisor throughout their entire stay at QSHSO. It is a regularly scheduled class. Advocacy groups meet at least 3 hours a week. It provides academic support as well as social/emotional support to assist students in progressing towards meeting graduation requirements. Advocates work closely with other related service providers and with parents.</p>
At-risk Services provided by the Social Worker	<p>Our social worker does outreach for services that may not be available within the school. Counseling is available before, during and in the afternoon. Counselors keep a daily meeting schedules that include referred students in crisis and "regularly" scheduled students. We are also working with Project Stay and the YMCA.</p>
At-risk Health-related Services	<p>We focus on AIDS awareness, wellness through health fairs and advisory curriculum. We also have various groups that support our teen parents, gay-lesbian students, and students with varying family issues. We have representative from Project Stay that work with our students.</p>

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 28	Borough Queens	School Number 338
School Name Queens Satellite HS for Opportunity			

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

Principal Mark Melkonian	Assistant Principal Luz M. Rojas
Coach	Coach type here
ESL Teacher Luz M. Rojas	Guidance Counselor Jen Oh
Teacher/Subject Area Z. Martinez/ Spanish and S.S.	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Sumita Kaufhold	Other type here

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	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	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	244	Total Number of ELLs	6	ELLs as share of total student population (%)	2.46%
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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. During the beginning of the school year, our school administers the Home Language Identification Survey during the Intake Process for the new incoming students to our school. The principal, assistant principal, BAC director, and community associate meet with the parents. It is during this time that clarifying questions are asked and answered for parents. The general meeting is conducted in English and it is during this time that parents are asked if they need an interpreter. The incoming students serve as the interpreters for their parents. The parents that did not have an interpreter meet with Ms. Rojas, the assistant principal holds a secondary English Teaching License and a bilingual extension. Since we are a transfer high school, the majority of our students' home language and/or language is mostly English but we have students whose native language is other than English. We do not administer the LAB-R. The students who are identified as ELLs are scheduled to take the NYSESLAT in May. We acquire this data using ATS to identify the ELLs in our school.

2-6 Our school does not offer Transitional Bilingual, Dual Language and Freestanding ESL programs. Both parents and students are aware of this.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	4

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0						0			0
Dual Language	0						0			0
ESL	2						4			6
Total	2	0	0	0	0	0	4	0	0	6

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other										0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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										2	2	1		5
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										0				0
TOTAL	0	3	2	1	0	6								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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. The organizational model is for students to meet with our ESL specialist 2xs a week after-school. The program model used in our school is heterogeneous. All classes are taught in English. The instructional strategies incorporated daily allow for the students to listen, read, write, and speak in English. Teachers model instructional strategies, conference with students and provide feedback. Since the ELL students are scheduled to take the ELA Regents Exam, the English teachers utilize both reading and writing strategies in their daily instruction. Teachers have common planning time embedded in their schedule which allows them to discuss students' progress and to look at student work .

A. Programming and Scheduling Information

- 1b. Students are grouped heterogeneously.
- 1c. Since our ELLs meet bi-monthly with our ESL specialist 2xs a week, the student-teacher ratio is 3:1. Students and teacher meet for 3hrs total after school.
- 2a. Not applicable
2b. Not applicable
3. Content area is delivered to our students in English. teachers use visuals such as process charts, graphic organizers, video clips as part of their teaching strategies. Also, teachers provide students with the opportunity to listen to the modeling of the English language by reading aloud, conferencing with students, and providing the students the opportunities to paraphrase what he/she has understood. During the time the ELLs meet with the ESL specialist, the students are given the opportunity to read aloud, use graphic organizers to take both notes and write down questions they might have about the text they are reading. Also during this time, the ELL students are able to work on their writing using specific strategies such as the writing process, the teacher is the notetaker, and teacher-student conferencing.
4. Not Applicable
- 5a. We do not have SIFE students. Not Applicable
- 5b. The only student who has less than 2 years of service is a long-term absence student. If he were to attend school, he would meet 2xs a week with the ESL specialist after school and receive one-on-one instruction. He is also programmed heterogeneously.
- 5c. The ELLs who are receiving services for 4-6 years are programmed heterogeneously and 2xs a week meet with the ESL specialist after school.
- 5d. The long-term ELLs are programmed heterogeneously and 2xs a week meet with the ESL specialist after school.
6. Not applicable
7. Not applicable

Courses Taught in Languages Other than English ⓘ

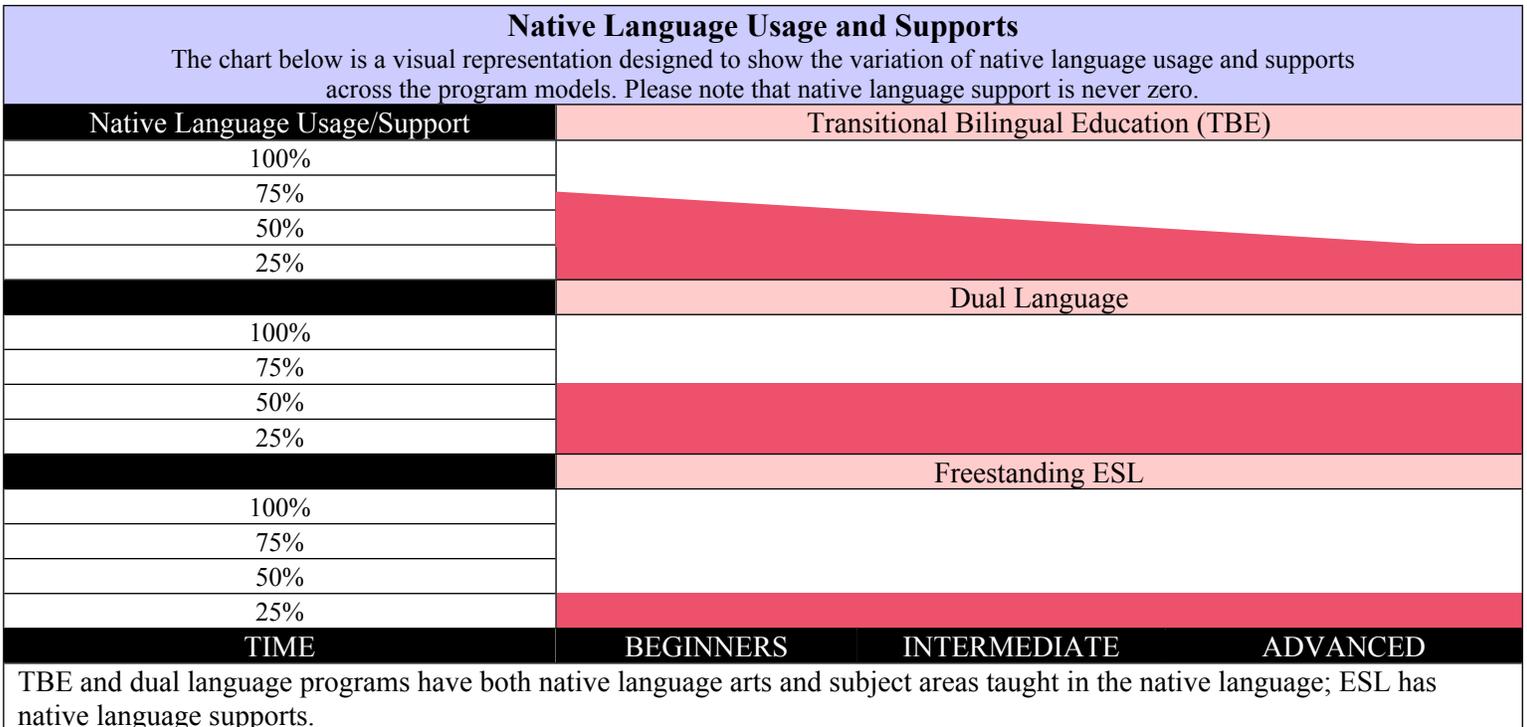
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	Since our students			
Social Studies:				
Math:				
Science:				

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?

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. ELLs are programmed heterogeneously. Our school's programming has support classes scheduled for Tuesday and Thursday for content area classes such as mathematics, science, social studies, and english. During these support classes, the class sizes are smaller, students are able to work either in groups, receive small group instruction, and/or teacher-student conferencing. Students are also afforded the opportunity to receive tutoring after school for each respective content area class.

9. Not applicable.

10. No new programs are being considered.

11. No programs/services will be discontinued for ELLs.

12a/b. ELLs are offered equal access to all school programs. Teachers have posted tutoring schedules for their respective content area classes and all students are asked and encouraged to participate. On Thursdays, our school offers a mentorship program for all our students. The mentors we are partnered with are the following: BMCC, Queensborough Community College, St. John's, Hofstra University, the New York Times, The Ritz Carlton, Estee Lauder, and others. All our students participate in this program.

13a/b. The instructional materials used to support our ELLs are laptops, overhead projectors, classroom libraries (different reading levels and genres), reference books such as dictionaries and thesauruses, reference books for teachers to use such as instructional strategies for ELLs, differentiated instruction, UBD/curriculum planning. Content area teachers are incorporating literacy strategies in their instruction.

14. Not applicable

15. Since each of our students are programmed based on their individualized graduation plan, the resources our ELLs receive are both age appropriate and meet the academic graduation requirements.

16. All new students participate in our orientation program to both welcome them to our school community and to create an individualized graduation plan for each student. During this time, the students meet with the guidance counselor and/or assistant principal to review transcripts and their graduation plan. They also have an opportunity to meet their peers and new teachers during the orientation program.

17. The electives offered to ELLs are the mentoring programs, after school art program, and/or internships.

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)?

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. Teachers meet weekly during common planning time to discuss both students and their progress in their respective classes. Also, they use this data to provide differentiated instruction and/or additional support to our students. Professional development is provided weekly for our teachers to ensure that there is on-going support not only for our teachers but our students as well. The themes across our annual PD schedule focus on the following instructional strategies: planning lessons and units, incorporating differentiated instruction, assessments, looking at student work, and literacy across the curriculum. The math teachers have an Aussie coach to help them create both tasks and assessments. The literacy teachers have an Aussie coach to help them create/revise/modify lesson plans and/or units, assessments, and look at student work.

2. Not Applicable

3.. ELL training is provided by the Assisitant Principal and records are maintained in the main office.

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. Parental involvement is encouraged in our school. We hold PTA meetings on an on-going basis and invite all parents to attend either a breakfast meeting or an evening meeting. Parents are invited via correspondence or phone calls.

2. The local library provides ESL and computer classes in the community. in our school, we provide all families with said information and have flyers posted on the informational bulletin board on the main floor.

3. Based on the feedback we will receive from the parents, we will design activites and/or workshops for parents.

4. The needs of the parents are addressed in our school's activities based on the data of the surveys we receive such as: applying to colleges, talking to your teenager, etc.

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		0		0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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												1	
READING/ WRITING	B													
	I												1	
	A													
	P													

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Queens Satellite HS for Opport</u>		School DBN: <u>28Q338</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Melkonian	Principal		10/31/11
Luz M. Rojas	Assistant Principal		10/31/11
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Zuleika Martinez	Teacher/Subject Area		10/31/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jen Oh	Guidance Counselor		10/31/11
	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: 28 **School Name: Queens Satellite HS for Opportunity**

Cluster: 1 **Network: 108**

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

Part A: Needs Assessment Findings

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

When parents and students are invited to attend either an orientation meeting and/or welcome back to school meeting, parents were asked to indicate if they need a translator. We also conduct the Home Language Survey at the beginning of the school year.

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.

Our data indicated that the school's written translation and oral interpretation needs are mostly in Spanish. When school correspondence is sent to the homes, it is done both in English and Spanish.

Part B: Strategies and Activities

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

Translation services are provided by in-house staff members such as the assistant principal, Spanish teacher, or school secretary. These services are provided via written communication notices.

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.

Translation services are provided by in-house staff members such as the assistant principal, Spanish teacher, school secretary, and/or school aides. These services are provided during parent-teacher meetings, parent-administration meetings, general school meetings, and via written communication notices.

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>.

Parents are provided with a copy of the Bill of Rights & Responsibilities. There are signs visible near the main office in the covered languages and parents are never prevented from communicating with the school's administrative offices due to language barriers.