



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS HIGH SCHOOL FOR INFORMATION RESEARCH AND TECHNOLOGY

DBN (27Q302):

PRINCIPAL: MAGALY I. HICKS

EMAIL: MHICKS@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Magaly I. Hicks	*Principal or Designee	
Kaitlyn Dowling	*UFT Chapter Leader or Designee	
Tenora White	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Nikkiba Renaud Pamela Gonzalez	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	
Jorge Porto	Member/Elected Parent	
Karen Kelley	Member/Elected Parent	
Felicia Roman	Member/Elected Parent	
Ruben Vasquez	Member/Elected UFT	

Durand Fulton	Member/Elected UFT	
Dorris Richards	Elected Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 implement units of studies in Math, English and History and Science that are aligned to the Common Core Learning Standards.

To improve teaching and learning within the content area subjects by providing professional development to teachers within nested learning communities. This will be measured by an increase of credit accumulation and scholarship reports across the content areas, as well as an improvement in Regents examination results.

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.

Student passing percentages on Regents examinations were between 77% for Global History and 31% for Geometry. Credit accumulation for all cohorts was below 62% of students earning at least 10 credits which is far below my expectations and what the state mandates. In essence, a need to progress in this area of weakness is warranted.

The 2014 New York State full implementation of the Common Core necessitates that we begin to align our curriculum.

- To better prepare our students for college, we need to ensure that they have greater exposure to non-fiction across all contents and argumentative writing, which is aligned to the Common Core Learning Standards

Strategies to increase parental involvement

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, QIRT staff, 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 families. Our school's policy is to bridge the divide between our school, community and staff and is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. QIRT will open the doors to the needs of the community, and take an active role in creating support for hurricane victims and the needy. Our student will work on Service Learning Projects and Internship that will allow them to become active Change Agents in their communities. 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, assisting as we plan community events. Our school will support parents and families of Title I students by:

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand, address the needs of ELL population, providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education and college and career readiness for their children;
- 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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I Title IIA Yes Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start)

Through cycles of observations, with rubrics and meaningful feedback, teachers will improve their pedagogy, consistently revise curriculum, and strengthen lesson planning as outlined with the Danielson Professional Development, thereby improving student outcomes at each grade level.

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.

In order to meet the CUNY entrance requirements and to avoid remediation upon entering college, by June 2013, 5% percentage of the 65 on-track 12th graders will receive an 80 on the Integrated Algebra or Geometry and 7% will receive a 75 on the ELA Regents.

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.

Through the analysis of the Integrated Algebra Regents in 2012 for the graduating class of 2013 and the review of grades from two previous marking periods indicated the student ability to meet the goal. All students will need to receive on-going Extended Day and Success Academy tutorial instruction to prepare them to meet the State 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,

Weekly assessments will guide the data analysis of where students are in their academic content toward achieving standards

The use of web-based instructional tools such as Khan Academy and assessments like Ed Performance Series Scantron will assist instruction in the classroom and monitoring student work at home.

b) key personnel and other resources used to implement these strategies/activities,

Math and Science will be coordinated by Ms. Tucker and ELA and History will be coordinated by Mr. Stark

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

Teachers will receive professional development during Common Planning Pd 6, to increase their knowledge of the use of each web-based tool as well as developing instructional strategies aligned with CCLS and the Citywide Instructional Expectations.

d) timeline for implementation.

The program has been on-going from September – June with the exception of Hurricane Sandy which set the school back a month.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Monthly SLT and PA meetings will inform parents of the school's activities and initiatives that address student learning. In addition the parents will have

the opportunity to voice their concerns and special interest for addressing community concerns that impact students and families of QIRT. Activities that will incorporate family interaction such as a Carnival Day with a health and financial awareness will demonstrate an appreciation for parental involvement and bring families together for an educational and recreational event.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I _____ Title IIA YES Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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 attendance the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
Yes _____ Tax Levy Yes _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Parent/Teacher conferences**
- **Parent orientation meetings for English Language Learners and /or Students with Disabilities**
- **Academic enrichment programs after school and Saturday academies**
- **Parent Association monthly meetings with guest speakers**
- **Providing written and verbal reports of progress periodically to keep parents informed**
- **Ensuring that parents have interpretation services in order to communicate with staff and faculty**
- **Planning activities during the school day to encourage parent participation, e.g., guest speakers**

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.

English Language Learner Students will listen, speak, read and write in English for information and understanding with increased acquisitions and fluency to master academic content for the 2012/2013 school year, gaining proficiency and command in the English language. This will be measured by an increase on the NYSLAT LAB of one proficiency level for at least 70% of all students, gains in credit accumulation, and writing across the disciplines. QIRT will incorporate more programs for ELL learners through Extended day, clubs, and targeted interventions.

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.

State and local data indicated that many of these students were not performing in alignment with their peers.

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) key personnel 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.
- **Creative programming to suit student academic needs**
- **Professional Development for teachers year round**
- **Case Conferencing one time per week**
- **Ongoing assessments**
- **Teacher and guidance counselor generated reports**
- **Ongoing student feedback.**
- **Goal setting**

Strategies to increase parental involvement

- **All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

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;
- 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;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Yes Tax Levy Yes Title I Title IIA Yes Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Parent/Teacher conferences
 - Parent Orientation meetings for English Language Learners and /or Students with Disabilities
- Town Hall meetings
- Academic enrichment programs after school and Saturday academies
- Parent Association monthly meetings with guest speakers
- Providing written and verbal reports of progress periodically to keep parents informed
- Ensuring that parents have interpretation services in order to communicate with staff and faculty
- Planning activities during the school day to encourage parent participation, e.g., guest speakers
- Parents will benefit from the newly hired Bilingual Community Associate that will be providing resources and services

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.

In order to increase student attendance by 5%, we will improve home-school relationships in support of students' educational and social emotional needs.

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.

The need that generated this goal was the IDEA law that school is primary. This was evident as our students recover from Hurricane Sandy and still struggled to beat all odds to come to school. With this in mind, we will work as a team with all stake holders to ensure that these groups of students are prepared to work, given the supports they need to succeed and provided with interventions. We will also work towards finding our students who have not returned as a result of Sandy and / and or provide placements for those who had to relocate.

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) key personnel 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.

Principal, Assistant Principals Stark and Tucker will conduct weekly meetings to reinforce, support and improve differentiated instruction, as well as provided teachers with feedback on returning students' LTA cases. Gen Ed and ESL staff who support special needs students will closely monitor our NLTA's and provided ongoing interventions

- **Guidance counselor support for students with attendance issues will include Academic Intervention, probation, and incentives.**
- **Students placed on probation**

Ongoing home-visits

Daily Phone messenger and live calls

Parent letters and appointments made for all targeted LTA's

Well advertised incentive program in place

Careful review of cutting/ teacher comments daily

- **Teacher reports**
- **Student feedback**
- **Daily advisory support by teachers and counselors**

Targeted Case conferencing

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 attendance, 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;
- 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;

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Parent Association monthly meetings with guest speakers**
- **Providing written and verbal reports of progress periodically to keep parents informed**
- **Ensuring that parents have interpretation services in order to communicate with staff and faculty**
- **Planning activities during the school day to encourage parent participation, e.g., guest speakers**
- **Providing written and verbal reports of progress periodically to keep parents informed of the child's IEP goals**

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.

To implement a new structure of frequent short observations of all teachers to improve teacher effectiveness and student outcomes

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.

To enhance student outcomes through more frequent observations (6 short informal non-evaluative observations and 2 formal evaluative observations) of all teachers which includes timely discussions with teachers around observations and instructional practices.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Using instructional rounds model, administration will conduct frequent mini observations for the purpose of professional development

Teachers were introduced in September to Professional Development and throughout the Professional Development calendar.

Observation calendar given out to all staff in September:

o 6 minis using Danielson as a springboard for discussion

o 2 Formal observations

o Teachers notified in the weekly Teacher Newsletter and Post-Observation meetings

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Explanation of how teachers are evaluated is shared at the PTA and SLT meetings to explain how the school is working to ensure we meet our accountability measures and provide the best educational opportunities for all students.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

yes Tax Levy yes Title I Title IIA Title III Grants Other

other is selected describe here:

(2) Two administrators will observe teachers and conduct post-observation conferences

Title I and TL Fair Student Funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Network, New Visions, along with Leadership Academy Coaches / Department of Education will provide ongoing PD in this new format of frequent observations, which will be shared with all teachers and administration

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	After School Enrichment Programs : Extended Day Credit Recovery Saturday Academy Targeted Classes in Non-Fiction Texts	Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep –	After School, plus targeted courses during the school day
Mathematics	After School Enrichment Programs: Extended Day Credit Recovery Saturday Academy Targeted Classes in Algebra	Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	After School, plus targeted courses during the school day
Science	After School Enrichment Programs- Extended Day Credit Recovery Saturday Academy	Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	After School
Social Studies	After School Enrichment Programs : Extended Day Credit Recovery Saturday Academy	Both programs offer small group instruction 4 x's per week and 4 hrs/Saturday Holiday Tutoring – Regents Prep	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Counseling Parent Conferences Family Counseling Post Secondary Counseling Alternate Placement Referrals Crisis Intervention College Counseling Individual Guidance Sessions Drug	Sessions are conducted in multiple settings as through multiple personal, including; guidance counselors, school psychologist, and LIJ Medical Center employees who work on campus	All programs are conducted during the school day and after the school day along with targeted events during the weekends

	Intervention/Prevention Counseling YES Program Group Counseling Sessions Parent Workshops LGBT workshops		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

QIRT works closely with The New Teacher Project, New Visions NVPS Talent and Staffing Support and with our Human Resources Liaison at CFN 561 to identify potential employee needs at our school by February of the prior school year. After identifying needs we reach out to our partners for potential candidates, ensuring that all potential matches are properly licensed and ready to start. During our interview process we spend time finding out each candidate's strengths and potential areas of growth so match the candidate to the school culture and prepare possible professional development opportunities for the teacher so they can grow with us at the school.

Once an employee is hired we arrange through our network, and under our guidance, for a coach to observe and give feedback to our new staff members. This coach helps create targeted professional development recommendation which is used together with a teacher reflection guide to create professional goals.

All teachers fill out professional goals at the beginning of the year and administration tailor professional development opportunities at school and through trainings to expose staff to instructional best practices that can be used at QIRT.

We also monitor all provisionally licensed teachers and receive updates on their educational activity and status. At the end of each year provisional teachers are brought in to create educational goals for the summer and timeline their expected date for completing permanent certification requirement.

Finally, teachers have input into our course offerings and we take seriously the preference sheets that teachers complete to ensure that teacher are challenge and dedicated to the instructional program at the school

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Derek Smith	District 27	Borough Queens	School Number 302
School Name Queens HS for Info, Research and Tech			

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

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 [?](#)

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%
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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. 

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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 differentitates 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

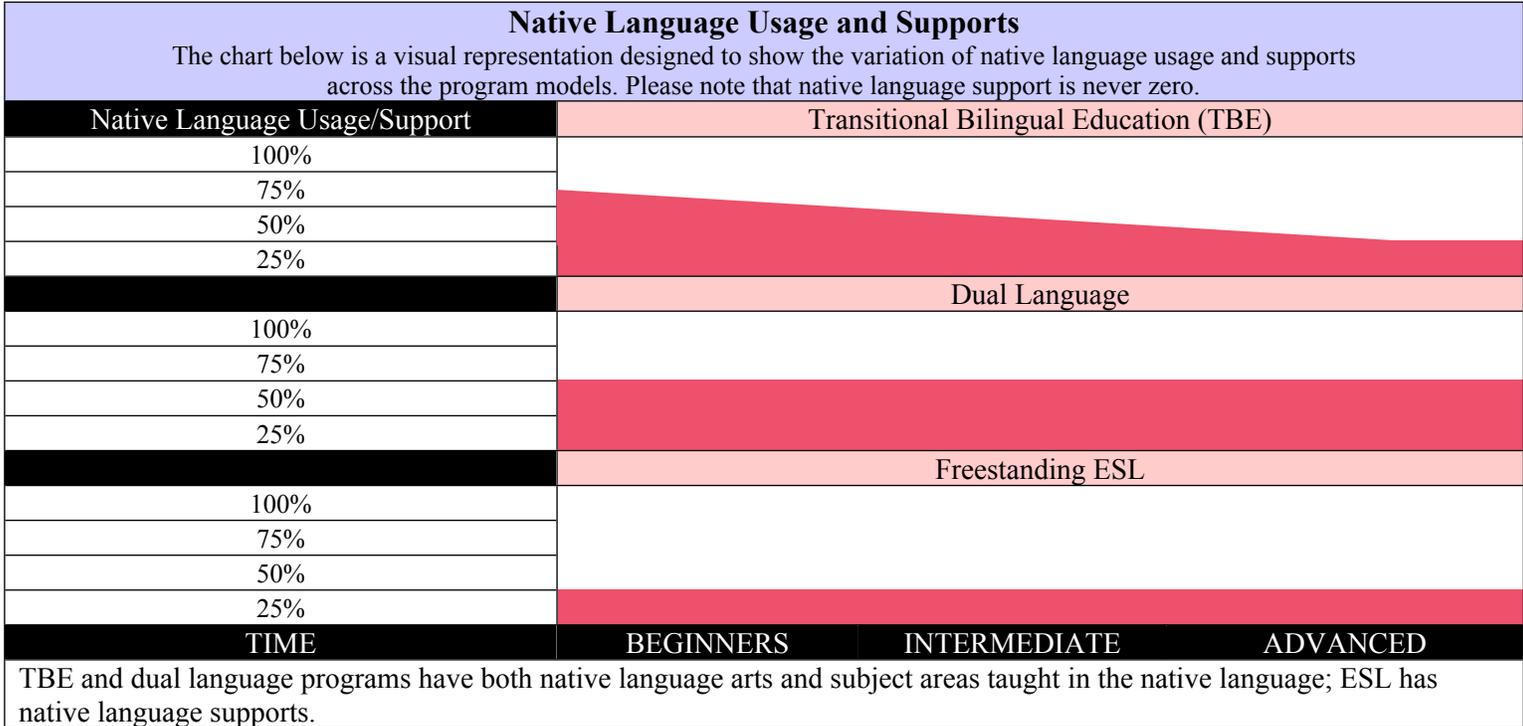
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish, French			
Social Studies:	0			
Math:	0			
Science:	0			

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.

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
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
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				
Physics				
Global History and Geography				
US History and Government				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q302** School Name: **Queens HS for Info Research Tech**

Cluster: Network: **561**

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.

Parents are provided with material in Spanish and English. In addition, parents are able to have information translated in various languages by staff who speak Spanish and Creole.

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.

Queens HS for Information Research and Technology has several families that need translation into Spanish and French. We also have a staff member who is skilled in both languages.

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.

In addition to providing written material in the native language of the parents, our staff member Ms. Ana Vargas has translated parent conferences and materials. Parents have been encouraged to attend community based programs with Safe Space to attend ESL classes to increase the parents English proficiency. QIRT is also considering providing ESL instruction to student and parents during our Saturday School Academy.

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.

The servies of Ms. Ana Vargas will be need for on-going translation and possible Saturday School ESL classes for students and families. Ms. Vargas will need to be compensated with over-time or per session to continue to provide these after-hours services. We would also like to purchase resources books for parents and students .

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>.

The Parent Coordinator, Parent Association President and Community Coordianator will assist the family with identifying an agency what will provide translation and services if the situation is beyond the capacity of Ms. Vargas.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: IRT	DBN: 27Q302
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Extended Day Program for English Language Learners will be held after school and on Saturdays. Beginning/ Intermediate level Students will receive 2 -90 minutes courses of direct in-class instruction, of interdisciplinary English and History. Advanced Students will receive 2- 90 minutes of direct Regents writing preparation. Our goals will be to :

1. To provide students with a continuation of the instructional model in which they participated during the regular school year, allowing them to get direct instruction and attention, and enhance reading and writing, speaking and listening skills.
 2. Focus on integrated language learning, targeting project based learning, building academic literacy and content knowledge for students.
 3. Use targeted interventions and technology in smaller class size settings.
 4. Students will go through formative and summative assessments and be given measurable goals to inform of progress towards NYS Regents in all content areas.
- Will monitor students academic performance in all areas to make sure they are meeting graduation requirements.

Part C: Professional Development

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

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

Begin description here: Professional development is provided in-house by the Principal, Assistant Principal, and New Visions Coaches. Teachers will meet every other week to assess data analysis and student progress based on formative and summative assessments. We will compile culled data to analyze what strategies work best for our students.

- Data analysis of all Regents
- NYSLAT exams
- Summative school exams
- Anecdotal reports from teachers who have taught the ELL students in the past.
- All teachers who co-teach with ELL teachers receive co-teaching training.
- Special Saturday Professional Development Sessions and Retreats will be scheduled.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: QIRT supports parents and students both academically and socially, in the transition from their native country to our school community. Bi-lingual Community Assistant will create activities for students and parents such as: parent meetings, multicultural performances, informative workshops. Ms. Ana Vargas who is involved in all aspects of parent communication (here at QIRT as well as via phone messenger service, bi-lingual flyers, handouts, etc.) These bi-lingual notifications will inform parents of their students progress and what they need to do at home, as well as invite them to students presentation. Extended Day/ Saturday school correspondence will be distributed simultaneously in English and Spanish.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		