



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q310

PRINCIPAL: JAIME ANNE DUBEI

EMAIL: JDUBEI@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jaime Dubei	*Principal or Designee	
Charlene Wingate	*UFT Chapter Leader or Designee	
Vallerie Rivera	*PA/PTA President or Designated Co-President	
Courtney Lall	Student Representative	
Claressa Lesley	Member/ Student Representative	
Nikki Chamblee	Member/ Teacher	
Robert McMahon	Member/ Assistant Principal	
Juanita Premdas	Member/ Parent	
Dethress Ulmer-Lesley	Member/ Parent	
Veronica Miller	Member/ Title I Parent Rep.	
	Member/	

** 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

Deepen the school community's understanding of what high-quality teaching looks like through professional development on 2 school-selected competencies from Charlotte Danielson's Framework for Teaching that support implementation of the Common Core.

By June 2013, Teacher teams in conjunction with the administration will create shared understanding of excellence for the following Danielson competencies:

1. Designing coherent instruction (1E)
2. Using assessment in instruction (3D)

Comprehensive needs assessment

In the Middle School Progress Report (MSPR) we find that our English team made gains with the lowest third, while the math team made gains overall. We believe that having a shared definition of highly effective teaching will help both teams to support students in their progression.

Instructional strategies/activities

- In the fall, hold professional development to help teachers deeply understand 2 school selected competencies; follow up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team and faculty meetings.
- Teachers will plan and present differentiated professional development on topics relating to these competencies.
- Identify resources and structures to support teachers' understanding of the Danielson Framework (e.g., videos on ARIS Learn, teacher team meetings, inter-visitations).
- As a faculty, over the course of the school year watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.

Strategies to increase parental involvement

- Engage parents in discussions and workshops that will support high quality teaching, including workshops on how to support your child at home in an iZone school, etc.

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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

We will coordinate this effort through use of creative scheduling and innovation. We will have our Business Manager ensure we are meeting all financial coordination points throughout the year to efficiently meet this goal.

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

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS), in response to student learning needs.

Building off of last year's work, over the course of the 2012-13 school year each department in the core content areas (English, math, social studies, and science) will revise, and all teachers in these departments will implement, two Common Core-aligned units that:

- Are well-aligned to selected standards as indicated by CCLS alignment protocols developed by the grade team
- Embed the skills outlined in the relevant Common Core instructional shifts
 - Assess student learning with a rigorous performance task as indicated by Webb's Depth of Knowledge

Comprehensive needs assessment

In the Middle School Progress Report (MSPR) we find that our English team made gains with the lowest third, while the math team made gains overall. We believe that having a shared definition of highly effective teaching will help both teams to support students in their progression.

In the High School Progress Report (HSPR), we see that we need to raise our Regents passing rate in English and history, especially. We believe that Common Core aligned tasks will ensure a deeper learning which will surpass the tested skills.

Instructional strategies/activities

- All teachers will participate in every other day team meetings during their common planning blocks, with the support of our iZone Support Specialist and the school's network achievement coach.
- Grade teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- During these meetings, grade teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first lessons and unit and repeat the cycle for the second unit.
- School leadership will meet biweekly with teacher leaders (department chairs), join team meetings on a regular basis, and coordinate this work across departments.
- Teachers will have additional opportunities to earn per session for curriculum planning and task design, funded via FSF, Title I SWP, and iZone per session to incorporate project based learning, blended learning and mastery based learning as appropriate.

Strategies to increase parental involvement

- Engage parents in discussions and workshops that will support high quality teaching, including workshops on how to support your child at home in an iZone school, how the Common Core changes education, etc.

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.

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

If other is selected describe here:

Service and program coordination

We will coordinate this effort through use of creative scheduling and innovation. We will have our Business Manager ensure we are meeting all financial coordination points throughout the year to efficiently meet this goal.

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

Continue building distributed leadership by creating functioning department and grade teams with teacher leaders for each team. By June 2013, we will meet in biweekly Instructional Cabinet meetings, team meetings every other day, with biweekly Department meetings.

Comprehensive needs assessment

In building towards strong teams, we believe that we will see increases in student performance on state exams and in credit accumulation.

Instructional strategies/activities

Instructional Cabinet will meet on the 2nd and 4th Wednesdays in the morning from 7AM-8AM. We will discuss Danielson, CCLS and other instructional topics, planning our team meetings' agendas and focus.

Teacher leaders will meet in grade teams every other day, using NSRF protocols to improve curriculum, instruction, and assessment.

Department leaders will meet with their department teams minimally once per month on Wednesdays during PD time.

Strategies to increase parental involvement

- Engage parents in discussions and workshops that will support high quality teaching, including workshops on how to support your child at home in an iZone school, how the Common Core changes education, etc.

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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

We will coordinate this effort through use of creative scheduling and innovation. We will have our Business Manager ensure we are meeting all financial coordination points throughout the year to efficiently meet this goal.

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

Ensure QC students are prepared for the rigors of college, by June 2013, at least 50% of grade 11 & 12 students will earn an 80 or better on a math Regents and 75 or better on English Regents.

Comprehensive needs assessment

Currently 32% of students are college ready in math and 32% are college ready in English.

Instructional strategies/activities

Teachers will utilize Acuity to assess student readiness for the Regents, and help them break through to achieve an 80 or higher in math and 75 or higher in English.

Strategies to increase parental involvement

- Engage parents in discussions and workshops that will support college readiness and preparedness for the Regents.

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.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

We will coordinate this effort through use of creative scheduling and innovation. We will have our Business Manager ensure we are meeting all financial coordination points throughout the year to efficiently meet this goal.

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

To enhance tracking post graduation college performance (particularly for those students outside the CUNY system) with an emphasis on persistence 100% of graduates will be contacted at least 3 times (November, February and April) and invited to share information about their college experiences and academic success.

Comprehensive needs assessment

College persistence is the mark of a strong high school.

Instructional strategies/activities

Community Associate and Parent Coordinator will make outreach to each graduate in November, February and April to ensure they are persisting and succeeding in their future endeavors.

Strategies to increase parental involvement

- Engage parents in discussions and workshops that will support college readiness and preparedness for the Regents.

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.

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

If other is selected describe here:

Service and program coordination

We will coordinate this effort through use of creative scheduling and innovation. We will have our Business Manager ensure we are meeting all financial coordination points throughout the year to efficiently meet this goal.

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	<p>Tier 1: Co-teachers provide differentiated work for students based on individual needs. This includes scaffolded organizers and alternate readings</p> <p>Tier 2: During AIS teachers work with small groups to provide targeted instruction based on students learning needs. This may include re-teaching concepts and online skill building instruction assigned by the regular subject area teacher.</p> <p>Tier 3: using intensive skill building strategies and test preparation mechanisms.</p> <p>Tier 4: This is an adaptive program that may include placement in our “Academy” classroom where students work online with the NYC iLearn system to work at their individual pace.</p>	<p>Teachers provide Tier 1 intervention within the regular classroom setting, using the co-teacher whenever possible to do pull out or small group instruction.</p> <p>Tier 2 intervention is provided during the AIS period every other day by a licensed English or special ed/English teacher.</p> <p>Tier 3 intervention is provided before or after school or on Saturdays in small groups,</p> <p>Tier 4 intervention is a specially programmed class during the 3rd trimester to address individual student needs in a smaller class setting.</p>	<p>During the school day</p> <p>After-school</p> <p>Saturdays</p>
Mathematics	<p>Tier 1: Co-teachers provide differentiated work for students based on individual needs. This</p>	<p>Teachers provide Tier 1 intervention within the regular classroom setting, using the co-teacher whenever</p>	<p>During the school day</p> <p>After-school</p>

	<p>includes scaffolded organizers and alternate readings</p> <p>Tier 2: During AIS teachers work with small groups to provide targeted instruction based on students learning needs. This may include re-teaching concepts and online skill building instruction assigned by the regular subject area teacher.</p> <p>Tier 3: using intensive skill building strategies and test preparation mechanisms.</p> <p>Tier 4: This is an adaptive program that may include placement in our “Academy” classroom where students work online with the NYC iLearn system to work at their individual pace.</p>	<p>possible to do pull out or small group instruction.</p> <p>Tier 2 intervention is provided during the AIS period every other day by a licensed English or special ed/English teacher.</p> <p>Tier 3 intervention is provided before or after school or on Saturdays in small groups,</p> <p>Tier 4 intervention is a specially programmed class during the 3rd trimester to address individual student needs in a smaller class setting.</p>	<p>Saturdays</p>
<p>Science</p>	<p>Tier 1: Co-teachers provide differentiated work for students based on individual needs. This includes scaffolded organizers and alternate readings</p> <p>Tier 2: During AIS teachers work with small groups to provide targeted instruction based on students learning needs. This may include re-teaching concepts and online skill building instruction assigned by the regular subject area teacher.</p> <p>Tier 3: using intensive skill building strategies and test preparation mechanisms.</p>	<p>Teachers provide Tier 1 intervention within the regular classroom setting, using the co-teacher whenever possible to do pull out or small group instruction.</p> <p>Tier 2 intervention is provided during the AIS period every other day by a licensed English or special ed/English teacher.</p> <p>Tier 3 intervention is provided before or after school or on Saturdays in small groups,</p> <p>Tier 4 intervention is a specially programmed class during the 3rd trimester to address individual student needs in a smaller class</p>	<p>During the school day</p> <p>After-school</p> <p>Saturdays</p>

	Tier 4: This is an adaptive program that may include placement in our “Academy” classroom where students work online with the NYC iLearn system to work at their individual pace.	setting.	
Social Studies	<p>Tier 1: Co-teachers provide differentiated work for students based on individual needs. This includes scaffolded organizers and alternate readings</p> <p>Tier 2: During AIS teachers work with small groups to provide targeted instruction based on students learning needs. This may include re-teaching concepts and online skill building instruction assigned by the regular subject area teacher.</p> <p>Tier 3: using intensive skill building strategies and test preparation mechanisms.</p> <p>Tier 4: This is an adaptive program that may include placement in our “Academy” classroom where students work online with the NYC iLearn system to work at their individual pace.</p>	<p>Teachers provide Tier 1 intervention within the regular classroom setting, using the co-teacher whenever possible to do pull out or small group instruction.</p> <p>Tier 2 intervention is provided during the AIS period every other day by a licensed English or special ed/English teacher.</p> <p>Tier 3 intervention is provided before or after school or on Saturdays in small groups,</p> <p>Tier 4 intervention is a specially programmed class during the 3rd trimester to address individual student needs in a smaller class setting.</p>	<p>During the school day</p> <p>After-school</p> <p>Saturdays</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		COUNSELING: Guidance counselors provide at-risk services. Our guidance counselor meets regularly with her mandated and at-risk students for counseling sessions. The sessions may be one-to-one or in a group of an	<p>During the school day</p> <p>After-school</p> <p>Saturdays</p>

		<p>appropriate size during the regular school day or AIS period.</p> <p>SPECIAL SERVICES: A psychologist with a CBO affiliated with Queens Hospital provides at-risk counseling. We have referred a small number of students to the in-house psychologist from Queens Hospital. They meet weekly or more frequently in varying group sizes, as appropriate to their needs.</p> <p>SOCIAL WORKER: We share a SAPIS counselor with Jamaica High School. She provides counseling, crisis resolution, drug counseling and peer mediation on an as needed basis to our students.</p> <p>SCHOOL PSYCHOLOGIST: Our school psychologist provides testing in cases where students may have learning disabilities or emotional disabilities.</p> <p>STUDENT HEALTH: We share a school nurse with Jamaica High School. She will provide at-risk health services as necessary for both schools.</p>	
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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.

The vast majority of our teachers are already highly qualified as defined by NCLB.

For those who are not highly qualified in a subject area, we will encourage teachers to take steps to become more highly qualified through professional development and grants for college programs.

We diligently work to retain our teachers through collaboration when determining teaching assignments and planning professional development. One of the top complaints of former DOE employees are excessive paperwork requirements and bureaucracy, something that we work to eliminate at Queens Collegiate.

**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 Debra Malonado/Dennis Sanchez	District 28	Borough Queens	School Number 310
School Name Queens Collegiate: A College Board School			

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

Principal Jaime Anne Dubei	Assistant Principal Robert McMahon
Coach type here	Coach type here
ESL Teacher Mina Leazer/Gaetano Vaccaro	Guidance Counselor Maureen Macaluso
Teacher/Subject Area Mina Leazer/ESL	Parent type here
Teacher/Subject Area Gaetano Vaccaro/ESL	Parent Coordinator Roger Erskine
Related Service Provider type here	Other type here
Network Leader Dennis Sanchez	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
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	538	Total Number of ELLs	46	ELLs as share of total student population (%)	8.55%
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Part II: ELL Identification Process

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

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

1. Queens Collegiate takes several steps for the initial identification of ELL students. Parents of students new to the New York City system are given the Home Language Identification Survey (HLIS). The HLIS includes an informal oral interview in English and in the native language when needed. Upon entry in our school, these students are also administered the LAB-R exam which provides an assessment of the students language levels in speaking, listening, reading and writing. The optional writing assessment for the LAB-R is also administered and kept as an initial evaluation of the student's language production abilities. The NYSESLAT language assessment is also given once a year to all ELL students as further data for student progress. Our ESL coordinator supervises the administration of the both the LAB-R and NYSESLAT exams. Our four ESL teachers assist in the execution of the exam.

2. Upon entry into our school, parents of potential ELL students are identified through the HLIS. The LAB-R is then administered to these students within the first 10 days of their enrollment. Results are immediately tabulated and a list is compiled of students qualifying for ESL services. These students' parents are called in the next day and given an orientation that includes a video describing the choices for ELL programs in NYC. The orientation also provides a written description of the programs provided in the parent's home language as well as in English. Parents are given the opportunity after the orientation to make a formal choice of a program (Transitional Bilingual, Dual Language, Freestanding ESL) appropriate for their child. Upon their choice, immediate action is taken to enroll the student in the appropriate program.

3. Entitlement letters are given at during the orientation process. Parents are given a choice of Transitional Bilingual Education, Dual Language and Freestanding ESL. Our supervising assistant principal remains in contact with the parent to ensure that entitlement letters, a parent survey and program selection forms are returned.

4. Our school does not have Dual Language or Transitional Bilingual programs. Parents who would indicate that these programs are preferred are referred to the Queens Integrated Service center for placement in one of these programs.

5. So far, however, all parents have indicated that they desired the ESL program provided by our school. Queens Collegiate currently has eight student who entered the NYC school system at Queens Collegiate. (Originally, there were nine, but one has transferred out of the city.) These students and parents were given the complete ELL orientation and selected ESL at Queens Collegiate as their program choice. Our other students entered the NYC school system at other schools and received their orientation and program selection at those schools.

6. Our current ESL program models currently align with the parents' requests.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							3	1		14	15	12	1	46
Total	0	0	0	0	0	0	3	1	0	14	15	12	1	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	37	0	0	5	0	2	4	0	3	46
Total	37	0	0	5	0	2	4	0	3	46

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	1		5	6	1		15
Chinese												1		1
Russian														0
Bengali							1			4	7	6		18
Urdu										1		1		2
Arabic														0
Haitian										1	1			2
French										1	1	1	1	4
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other										2	1	2		5
TOTAL	0	0	0	0	0	0	3	1	0	14	16	13	1	48

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Queens Collegiate has chosen to implement an English language immersion program as our ESL instructional model. This language immersion process has allowed our ELL students to make exemplary gains in language proficiency.

a. A Push-In Co-Teaching model coupled with a Stand-alone model is used across the curriculum to ensure ELLs access to ESL instruction. All teachers also receive mandated hours of ESL Professional Development from the ESL certified staff and other outside agencies. General Education teachers receive seven and a half hours, and Special Education teachers receive ten hours.

b. Our program model integrates ELL students into our general education classes. Students do not travel as a block or group. ELL classes are integrated into the general education model, so some courses are ungraded and students are enrolled together irrespective to their grade levels but aligned to the content area and credits that they need. Our ELLs are also in Heterogeneous classes so that proficiency levels are mixed in their general education and push-in ESL classes. A majority of the ELLs, with the exception of some of our advanced ELLs are also enrolled in a Stand-alone ESL class based on their proficiency. We have a Beginner/Low-Intermediate class that runs concurrently with a High Intermediate/Advanced class. These classes also meet every other day for an extra tutorial period at the end of the day.

2. Because we have 39 ELL students and 4 teachers who are certified in ESL, we are able to meet and often times exceed the CR Part 154 requirements for mandated minutes for our ELL students. Advanced students receive at least one unit or 180 minutes of ELL instruction per week. Intermediate students receive at least 2 units or 360 minutes and beginner students receive at least 3 units or 540 minutes of ESL instruction by a certified ESL teacher.

3. Our ESL teachers use several strategies to make content comprehensible to our ELL students and to enrich language development. Our English language immersion ESL program ensures that all ELL students have a consistent exposure to the English language at an appropriate level of rigor. Teachers also make native language dictionaries and materials available to students as needed. Teachers use classroom assessments to determine ELL students' comprehension of the content.

The Stand-alone classes also ensure that students receive English-level appropriate discrete language instruction which they can apply in their General Education classes. The Beginner/Low-Intermediate class ensures that all students have the basic English skills they need to participate in their other courses, while the High-Intermediate/Advanced class focuses on honing the students' reading and writing skills, and speaking and listening skills, so they can become proficient English speakers.

A. Programming and Scheduling Information

4. Queens Collegiate also makes provisions for its various ELL subgroups. When available, we use translated versions of texts and tests to evaluate the students' comprehension of content.
- a. At this time we do not have any ELLs who have been identified as a SIFE student through ARIS. When no data is available, we also use teacher assessments to determine if new students are testing at more than 3 grade levels below NYS standards. Once a student has been assessed as a SIFE, individualized modifications are made to address the needs of the particular student. Because each student's situation may vary, an instructional plan is made for a particular student in conjunction with the ESL teacher and the general education teachers.
- b. Queens Collegiate follows a plan to have our ELL students attain proficiency according to their English level upon entry into Queens Collegiate. Newcomers (1-3 years in US schools) are expected to make exemplary gains on the NYSESLAT assessment. Our ESL coordinator tracks student proficiency gains. Advanced students are assessed for attaining proficiency in one year. Intermediate students are expected to reach the advanced level in one year and to reach proficiency in the next year. Beginner students are also expected to reach advanced level in one year and are expected to reach proficiency in the next year. Additionally, because of NCLB, all ELLs of all proficiency levels are mainstreamed into a regular ELA content area course when possible in addition to their stand-alone ESL class. This is to ensure that they have access and support for the ELA curriculum required for testing.
- c. Our ESL teachers assess students who have not reached proficiency on the NYSESLAT in the 3-year window so that our school can differentiate instruction and help the student reach proficiency. For these students, it is important that we evaluate their individual challenges and relay this to the general staff so they can be aware of our their specific needs in each of their classes. We currently have eight students on our roster which have 4-6 years of ESL services. Each of these students is enrolled an advanced ESL course, Global History with an ESL push-in teacher, Living Environment with an ESL push-in teacher, or mainstream ELA course designed specifically to target their writing skills, the sub-area in which they scored the lowest on the previous year's NYSELAT.
- d. Long-Term ELL students are indicated in the NYC ARIS data system. Our ESL coordinator monitors the progress of these students to ensure that they are making full annual progress. The ARIS system also gives data indicating if students are making full annual progress. We currently have eight Long-Term ELLs this year. We will continue to assess their NYSESLAT and periodic ELL assessment sub-area scores and create an educational plan targeting their weakest skills.
- e. We currently we have four ELLs classified with special needs IEPs. We service these students through our Collaborative Team Teaching instructional program. This program has demonstrated results on the NYC Progress Report. Our school received extra credit for exemplary gains with special education students.

Courses Taught in Languages Other than English

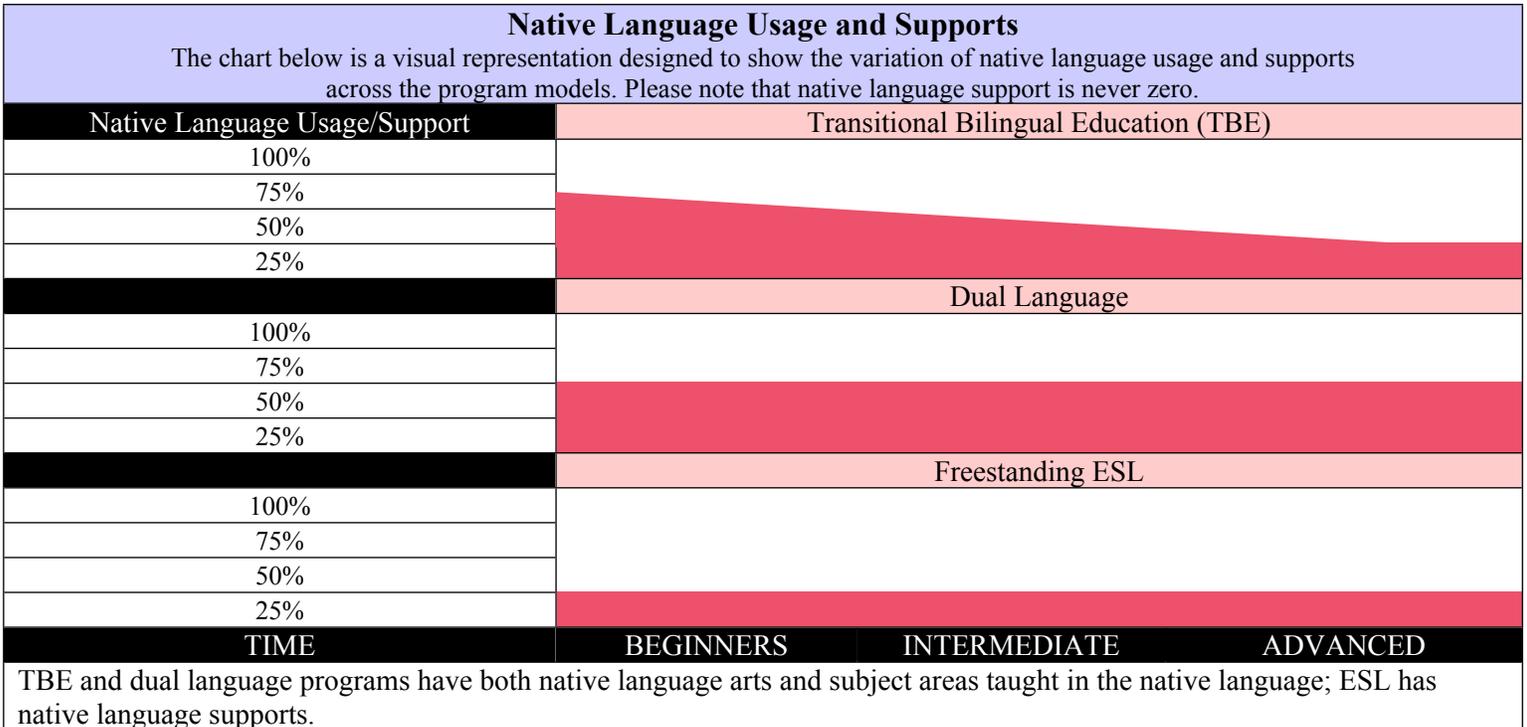
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. Queens Collegiate has targeted intervention for ELLs in ELA, History, Science and Math using push-in support from our ESL certified teachers. The ESL teachers provide scaffolds for materials and instruction for these students while the content teacher directs the curriculum. We have also created inquiry teams that track the progress of our ELLs across all content areas to ensure that our ELLs are succeeding to the maximum of their capacity. Particular attention is paid to our beginner and long-term ELL students. Interventions for beginner ELLs involve keeping track of their work and ensuring they are being fairly graded in their classes through modifications made to accommodate their language needs. For long-term ELLs, particular attention is given to addressing the specific sub-area in which they need targeted support.

9. All ELLs at Queens Collegiate are offered continued support and ESL services for up to one year after they transition out of the ESL program. They are also given up to two years of ELL modifications on exams including use of a bilingual dictionary and time and a half extensions.

10. This year, in continuation of last year, all our ELLs, along with the rest of the Queens Collegiate student body, have access to a personal laptop computer during the academic day. This is part of our Innovation Zone pilot program where students are being introduced to the world of online learning and courses. All students at Queens Collegiate are experiencing individualized educational experiences that allow them to discover and acquire content at their own pace in a variety of independent online courses and hybrid traditional classrooms which use technology to supplement and enhance content.

11. There are no ELL programs which are being discontinued this year. In anything, we are adding to our already robust program from last year.

12. All ELLs in our school are given access to all classes and programs. ELLs are provided with native language materials as needed to for these programs. Additionally, all ELLs are enrolled in a mainstreamed advisory curriculum that supports the students affective, academic and college and career-readiness goals. ELLs are specifically placed into advisories with ESL-certified teachers so they can receive language support, but they are also encouraged to partake in the general community.

All ELLs are also paired with non-ELL student "buddies" as needed in order to increase their social and academic progress. These "buddies" can receive community service credit for their help with the ELLs and can help keep them on track by providing notes and checking on the student's comprehension. This is all in addition to the push-in support the ELL is already receiving from the ESL teacher.

Finally, our ESL staff is also readily available to stay before and after school to provide one-on-one tutoring for the ELLs. Many general education teachers also offer this support, and the ELLs often benefit from the smaller group sizes as well as the more personalized attention.

13. Our ESL teachers make extensive use of additional instructional materials for our ELL students. ELL students have access laptop computers in most of their classes. They can use the online translator programs and dictionaries accessible through the Internet. They also have access to their personal translators and the hard copies of bilingual dictionaries we have ordered for them. Content area teachers are

also using programs such as Castle Learning to print out bilingual exams and notes for students as needed.

General education and ESL teachers also provide various scaffolds for ELLs such as graphic organizers, pre-printed notes, and printouts of PowerPoint presentations.

14. Our staff and school community is extremely diverse and representative of the diverse population of our student body, particularly the ELLs. When needed and available, speakers of the ELLs native languages are sought out and used to ensure effective communication. This is especially important when trying to contact the students' parents. In general, however, all language instruction is delivered in English to increase the students' language acquisition. Native language supports are mainly used for important correspondences and conveying complex material.

15. Our required services and resources correspond to the age levels and grade levels of our ELLs as well as our student body at large.

16. Our summer orientation for ELLs is an individualized service where new ELLs and their parents can meet the principal and assistant principal, take a tour of the school, and become familiar with the school programs and policies. ELLs are also invited to partake in the general orientation for newly enrolled students which allows them to meet new students, advisory teachers, who are ESL certified staff, and become familiar with the layout of the school.

17. All students, including our ELLs, are able to enroll in our online language courses. French 2 and 3 and Spanish 1, 2 and 3 are currently being offered.

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)?

N/A

D. Professional Development and Support for School Staff

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

1. Nikki Chamblee, Mina Leazer, Jennifer Ungar, Gaetano Vaccaro: Certified ESL Staff

Our ESL teachers are in regular communication via email and common planning time with our general education staff regarding the needs of our ELL students. This communication helps our ELL students to transition from one level to the next.

Queens Collegiate uses several electronic systems to maintain contact with our ELL students. We have an online grading system that is rich in math content with some English content. Our data shows that our ELL students use this system with a much higher frequency than our English native speakers.

2. In addition to the collaboration of ESL and General Education teachers, all ELLs take part in an advisory program that is specifically designed to help students to transition from middle school to high school. The advisory curriculum address their social needs, academic goals, and college and career preparedness and allows them to get to know at least one staff member very well.

3. The mandated 7.5-hour (and 10-hour for Special Education) ELL professional development for the staff at Queens Collegiate is delivered in multiple ways. General Education teachers consistently meet in common planning teams with ESL teachers to address individual concerns. ESL teachers also regularly attend outside ESL workshops and then turnkey this information during team time and during “virtual” meetings on our in-school staff social network. Notes, ideas and worksheets are readily made available to all staff through our online network so that teachers can meet with one another when they are not able to meet face-to-face due to differing schedules.

On professional development days, our ESL staff conducts specialized ESL workshops so that General Education teachers can receive their mandated hours of professional development. All staff members are also encouraged to attend outside workshops related to ESL needs.

E. Parental Involvement

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

1. Queens Collegiate received a top score on the NYC learning environment parent survey for our communication with parents. Our online systems allow us to maintain constant contact to evaluate the needs of our parents. Our school also is structured so that parents have facilitated contact with teachers and our administration.

2. We currently do not have partnerships with other agencies to provide workshops for ELL students. We are currently seeking outside partnerships that may enrich the educational experience for our ELL students.

3. We encourage parents to contact our teachers and our administration through phone calls, e-mails and school visits. We also make home visits as necessary. Our key is to remain in constant contact with our parents. We have a school-wide blog which we use to disseminate information and which parents use to write comments. <http://queenscollegiate.wordpress.com/>

4. We have a Parent Teacher Student Association that meets regularly to plan and discuss the needs of parents, teachers and students. All parents are encouraged to join. We also have a Parent Coordinator on staff who is in regular contact with parents and is able to address the needs of parents.

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)										2	3	3		8
Intermediate(I)							1			7	7	7	1	23
Advanced (A)							2	1		5	5	2		15
Total	0	0	0	0	0	0	3	1	0	14	15	12	1	46

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	2	1			3
6		1			1
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			3						3
6			1						1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1		1		2				4
8									0
SAA Bilingual Spe Ed FORMT EXT								0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7			
Integrated Algebra	23		16	
Geometry	9		1	
Algebra 2/Trigonometry	1			
Math				
Biology				
Chemistry	2			
Earth Science	5		2	
Living Environment	33		4	
Physics				
Global History and Geography	15		2	
US History and Government	12		4	
Foreign Language	1		4	
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

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

1. This year Queens Collegiate is continuing to administer the optional New York City ELL periodic assessments. We have already received data from the first fall administration. The data shows us what scores the students received on the reading, writing and speaking modalities, and provides a probability predictor to where they will score for the May administration of the NYSESLAT. We will use this data to tailor the students' educational programs to highlight their specific needs.
2. Our year-to-year data shows that students are making significant gains in speaking and listening, but students are not meeting targets for reading and writing. Our target for reading and writing is for students to advance one level each year. The current pattern is that students are making partial gains, but not a full level.
3. We have changed our ESL model to bifurcate the English language levels of our ELLs. Beginners and Low-Intermediates receive more reading and listening practice since they are still at the input level while High-Intermediates and Advanced ELLs are in a skills-centered stand-alone ESL class which emphasizes reading and writing. All four modalities are emphasized in both levels.
4.
 - a. We are noticing that students are improving from their previous scores, but they are still performing near their NYSESLAT levels from last year. This is to be expected, since the test was administered in early fall. Students' scores vary as do their strengths in certain modalities.
 - b. The results from the Periodic Assessments are teaching us that a high-level of individualized differentiation is needed. These results are being shared with the teachers so they can differentiate their lessons accordingly to meet the needs of our ELLs.
 - c. Our ELLs have a wide array of needs, and each student seems to have different areas in which they strive and struggle. There are no apparent trends, so even in our bifurcated stand-alone classes, we'll need to use a high-level of differentiation.
5. NA
6. Queens Collegiate has set a target for our ELL students to advance one level each year from beginning to intermediate, intermediate to advanced and advanced to proficient. This is the benchmark that we use to evaluate our program. Currently a pattern has been identified that our ELL students are advancing partial levels, but not full levels.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Queens Collegiate</u>		School DBN: <u>28Q310</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaime Anne Dubei	Principal		12/01/11
Robert McMahon	Assistant Principal		12/01/11
Roger Erskine	Parent Coordinator		12/01/11
Mina Leazer/Gaetano Vaccaro	ESL Teacher		12/1/11
	Parent		1/1/01
FORMTEXTMina Leazer/ESL	Teacher/Subject Area		12/1/11
Gaetano Vaccaro/ESL	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Maureen Macaluso	Guidance Counselor		12/1/11
Dennis Sanchez	Network Leader		12/1/11
FORMTEXT	Other		1/1/01
FORMTEXT	Other		1/1/01
FORMTEXT	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q310 **School Name:** Queens Collegiate

Cluster: 5 **Network:** CUNY

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

Part A: Needs Assessment Findings

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.

At present, our ELL population is small and serviceable enough that we are aware of the home language and English language levels of all of our learners. We also keep in regular contact with the parents of ELLs so we can provide them the appropriate notices, forms and updates on their children's progress. One of our certified ESL teachers serves the additional role of ESL Coordinator and keeps updated spreadsheets and ARIS groups of our current ELL population so all of our staff can keep on top of who are ELLs are. Teachers regularly check ARIS to find the results of the home language survey which is administered when students are enrolled in the DOE. They then work on finding the necessary resources to effectively communicate with parents of our ELLs.

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.

Of the 39 students who make our current ELL population, we have 14 Bengali speakers, 12 Spanish speakers, 3 Urdu speakers (1 of whom can also speak Pashtu), 3 Creole speakers (2 of whom can speak French), 3 French speakers (2 of whom can speak Haitian Creole, 1 Chinese speaker, 1 Dutch speaker, 1 Hindi speaker, 1 Portuguese speaker, 1 Punjabi speaker and 1 Tagalog speaker. These findings were reported back to the staff in a shared online spreadsheet which is regularly maintained by our ESL coordinator to reflect the current ELL population.

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.

We are acutely aware of all the languages represented at our school and distribute materials accordingly from the DOE. We learn this through the Home Language Survey and ARIS records. Then we readily distribute DOE materials that are already translated into various languages. If those languages are not represented in the literature, we also pair students who speak another language with advanced English speakers who also speak their language so they can serve as interpreters. We also use the DOE's Oral Translation services over-the-phone translator at 718-752-7373 ext. 4.

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.

Our school is largely serviced through the translated materials provided by the DOE and by our staff and student population who speak a wide array of languages. We are currently able to provide support in Bengali, Hindi, Urdu, Chinese, French, Haitian Creole and Spanish. A regularly updated database of all our ELLs is shared with all staff members so they can easily and readily access our ELL population's language needs.

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>.

NOTIFICATION REQUIREMENTS

A. Schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillOfRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

B. Schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

- C. Each school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Each school at which the parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

By noting Section VII here, we hereby commit to making sure each and every one of these regulations is met by the time this plan is submitted.

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: Queens Collegiate	DBN: 28Q310
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: 57
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 4 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 45

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:

Queens Collegiate will allocate 70% of our Title 3 funding to direct instruction. Queens Collegiate has 3 certified ESL teachers providing instruction for our Title 3 OST program: Ms. Gina Giambanco, Ms. Sarah Campbell, and Ms. Kim Masiello. The language of instruction for all of the programs will be English. Queens Collegiate will provide four separate programs of OST support using Title 3 funding:

1. The middle school supplemental instructional program is needed to provide support for ESL students outside of the mainstream general education classroom. During the school day, the sixth grade ESL students have one ESL teacher who pushes into their mainstream classes, however the students need additional supplemental support to help them succeed. The support will range from learning basic grammatical structures of English to help improve writing to providing additional support for the work occurring inside of the general education classroom. The program is designed specifically for the sixth grade students. The students same push in ESL teacher will be providing the supplemental instruction. Nine students are of Bengali origin and two students are of Spanish origin with five students begin male and the remaining female. Of the Spanish speaking students, one is female and one is male. Of the Bengali speaking students, four are male and five are female. The students range in English ability levels from beginner to advanced. Eight of the eleven students are advanced, two are intermediate, and one student is a beginner. One of the eleven ESL students has an IEP. Five students are overage. Four of these students are overage by one year and one student is overage by two years. All of the students receive free lunch with nine of the students receiving free lunch HRA. By offering a supplemental program, these students will gain the skills needed to advance their proficiency levels and get the additional help they would not be able to afford otherwise. The program will be offered over the course of 24 weeks. There will be three thirty minute sessions per week for a total of 1.5 hours of instruction. 1.5 hours of weekly instruction over the course of 24 weeks gives a total of 36 hours at a rate of \$50.19 per hour of instruction. The budget for this component of the program is \$1,806. In order to reach all students, two of the sessions will be after school and one session will be in the morning. Students will be required to attend two of the three sessions per week. All instruction will happen in English, with supports in the home language as needed. Students will have use of laptops and other technology as well as worksheets. The teacher will have use of the activboard to provide supplemental lessons and instruction. Through offering this program, students will be given an opportunity to advance more quickly to proficiency.

2. Many ELLs require extra time and support with instructional staff to succeed in their classes. An after school program, or "9th period," will give students extra opportunities for help from ESL certified instructors. Queens Collegiate's high school ESL students comprise mostly Benglai and Spanish speakers,

Part B: Direct Instruction Supplemental Program Information

with 41% of students speaking Bengali as a native language and 31% of students speaking Spanish as a native language with the other 28% consisting of students speaking French, Creole, Portuguese, Hindi, Punjabi, Urdu, and Tagalog. The 9th period after school program will address the needs of all learners. Students will report for 9th period after school on Mondays, Tuesdays, Thursdays, and Fridays. Each period is from 2:50-3:46 pm. Students will be required to attend twice a week every week until the end of the school year for a total of 26 weeks. Instruction will be in English to immerse students in the target language. There will be 2 certified ESL teachers, including a bilingual teacher to assist Spanish speakers. Students will use laptop computers and iPads to access a variety of softwares and internet information to give them every possible resource to succeed in school. This component of the program will use 36 hours of per-session funding at a rate of \$50.16 with fringe for a total of \$1,806.

3. We have identified a particular need for Math support for ELL students to pass the Algebra Regents. Our math content teacher will work in collaboration with an ESL content teacher to develop targeted ELL instruction in Algebra. This program will have a duration of up to 30 hours of per-session instruction. The budget for this component of our Title 3 program will be at a rate of 50.16 for 30 hours for a total of \$1,504. This instruction will be delivered after school and on Saturdays.

4. In order to prepare our English language learners at Queens Collegiate for the New York State English Second Language Achievement Test, we are offering NYSELAT test preparation to all current high school English language learners. Instruction will focus on strategies for test taking success in reading and writing. This program will take place either before school three days a week for one hour each day, or on twelve Saturdays from 9:00-12:00 p.m. (February-April). Availability of students will be taken into consideration for deciding program schedule. Support will be provided by one certified ESL teacher, and instruction will be delivered in English. NYSELAT preparation packets in combination with instruction support on the active board will be used. Use of the iPads will also be incorporated or extra support. NYSELAT preparation will be offered to all high school students who will be taking the NYSELAT in 2013. Grade levels: 9-12 Subgroups: 40.9% Hispanic (9 students), 9.1 % Black (2 students), 50% Asian or Pacific Islander (11 students). Budget Breakdown: 12 weeks x 3 days per week (1 hour per day) = 36 hours x \$50.19 = 1,806.84

Queens Collegiate will allocate 20% of our Title 3 budget to purchasing books and supplies for our OST program. These materials will include NYSELAT preparation books as well as classroom supplies. 20% of our \$11,200 Title 3 budget is \$2,240 for materials.

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:

Part C: Professional Development

Queens Collegiate will dedicate 10% of our Title 3 funding to provide professional development. This Professional Development is needed because we have hired 3 new ESL teachers this year who are not familiar with the NYC DOE data systems. Professional development will focus on collecting and analyzing data from the NYC DOE Aris data system for the students participating in the Title 3 program. We will meet for a sequence of sessions to learn to analyze data on an ongoing basis during the Title 3 program. We will learn to extract data to evaluate the success of the instruction provided. The teachers who will receive this training are Ms. Gina Giambanco, Ms. Sarah Campbell, and Ms. Kim Masiello. The budget for our Professional Development component will be \$1,120 which is 10% of our total \$11,200 Title 3 allocation.

Part D: Parental Engagement Activities

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

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

Begin description here:

The two parent engagement activities that we will be holding are a potluck and a visit to New York City. These two events will impact higher achievement for English language learners by increasing parent involvement and helping to build relationships among parents, students, and their ESL teachers. A potluck will be held during the winter. ELLs and their parents may contribute a dish of food that is from his or her culture. Discussion topics will cover the importance of parent involvement, strategies to support our ELLs at home, and also helping our children succeed at school. The New York City trip will take place in the Spring. We will invite parents, students, and their families to join us on a trip to NYC. Places to consider include the Statue of Liberty, Central Park, a museum, ect. Details of the trip are TBD. At this event we will address the upcoming NYSELAT, and talk about the progress of our English language learners. All three ESL teachers will attend: Gina Giambanco, Kim Masiello, and Sarah Campbell. Parents will be notified by a note sent home, email, and a phone call. Budget Breakdown: Potluck 5 hours x 3 teachers = 15 hours. NYC trip 5 hours x 3 teachers = 15 hours. Total 30 hours x \$50.19= \$1,527

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • 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 (Object Code 199)		
Travel		
Other		
TOTAL		