



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS SCHOOL OF INQUIRY
DBN (i.e. 01M001): 25Q252
Principal: MEREDITH INBAL
Principal Email: MINBAL@SCHOOLS.MNYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: ALAN DICHTER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Meredith Inbal	*Principal or Designee	
Elizabeth McGuire	*UFT Chapter Leader or Designee	
Denise Cevvello	*PA/PTA President or Designated Co-President	
Samantha Cuadrado	DC 37 Representative, if applicable	
Robert Hintze Christy Huynh	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Suzanne Solomon	CBO Representative, if applicable	
LaSandra Dogan	Member/ Parent	
Danielle Howell	Member/ Parent	
Lisa Cioa	Member/ [Parent	
Joanna Carlo	Member/ Parent	
Noah Angeles	Member/ Parent	
Joanna Medrano	Member/ UFT	
Kelly Sabbagh	Member/ UFT	
Yvonne Frazier	Member/ UFT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

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

Comprehensive Needs Assessment

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

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

Furthermore, the 2013-14 Citywide Expectations state schools will work toward preparing students to:

- Compare two or more texts, including listening passages, writing passages, and graphics;
- Read and analyze informational passages without narrative structure, dialogue, or characters, and discussing arguments, evidence, and claims;
- Require students to engage with a 50/50 split of literary and informational texts; and
- Respond to prompts that are more text-dependent: 35% of prompts will require students to convey an opinion/argue, 35% to explain, and 30% to convey experience.

With the raised expectations presented by the Common Core State Standards and the upcoming assessments, we have chosen to place focus on writing an argument using appropriate and rigorous informational texts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

As part of our DYO assessment plan, students in grades 6-12 will take a modified CAT-W (CUNY's college writing assessment) twice during the school year.

The CAT-W presents information and tasks similar to the upcoming PARCC exams. These assessments provide students with practice of the exam format and level of rigor expected when writing a text-based effective argument. Simultaneously, it prepares students for the college courses they are expected to take beginning in 11th grade.

A CCLS aligned rubric was developed by QSI staff in 2011, and it was modified in September 2012. The rubric is grade specific and used by all teachers across content areas when assessing writing arguments.

A schedule has been established for proctoring and grading the modified CAT-W. Pre-assessments will be given by the English departments in September/October, and post-assessments will be given in March, May and June.

Teachers will develop collaborative lessons that incorporate complex informational texts and oral and written skills needed when writing an effective argument.

Teachers' professional periods include individual and group planning sessions facilitated by the English Coach and/or department team leaders. These meetings will be used to study and plan using the *Understanding by Design* model developed by Wiggins and McTighe. Differentiated lessons aligned to the academic outcomes will be developed, delivered and assessed.

Teachers will also use scheduled department meetings and co-planning and coaching sessions (organized as part of teachers' professional periods) to score and analyze assessments.

In January 2013, the AIS period for seventh and eighth grade students was realigned to support students performing in the lowest third according the benchmark assessments. A "Lab" period was added to the middle school schedule to support work in the core subject areas.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

D. Timeline for implementation and completion including start and end dates

1. By June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. n/a

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

Graduating Seniors will graduate College and Career Ready. 100% of graduating Seniors will graduate having earned at least three (3) CUNY Queens College credits.

Comprehensive Needs Assessment

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

In 2012-13, 92.2% of Seniors graduated on time. 98% of students earned college credit. As an early college high school, the mission of our school is for 100% of students to graduate and successfully enter college.

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

As per the NY Citywide Expectations, this year the English, Algebra 1/Integrated Algebra, and Geometry Regents exams will align to the Common Core. During the transition, high schools are encouraged to focus on increasing the rigor of their courses. The Progress Report will include a new College Readiness section measuring how many students pass college preparatory courses and exams, meet college readiness standards, and enroll in college or a postsecondary program after graduation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

In collaboration with the college counselor, prior to each semester, each student will review his/her high school transcript and develop an individualized course schedule.

The College Liaison and schools counselors will provide a workshop for seniors and their families each semester focused on college readiness as defined by *College Knowledge* by David Conley.

Based on schedules and performance, students will be organized into study groups to support their success in college courses. Study groups will be scheduled to meet at QSI and at the college during a designated period.

Off-track students will have an opportunity to recover credit and/or earn unique credits through APEX online learning.

1. The College Liaison facilitates the formation of college classes, both cohort and waiver, to extend opportunities for graduating seniors. In 2012-13, new courses in Computer Science, Acting and English were negotiated. As of January 2013, Juniors and Seniors were enrolled in CompSci080, Eng120W and Acting100.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Listed above
D. Timeline for implementation and completion including start and end dates
1. By June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent nights will be scheduled throughout the school year to support parents in helping their children apply and prepare for college. September's parent night includes information about the college selection process. January's parent night includes guided instruction in completing the FAFSA. Parent night in March is designed for parents of HS Juniors so they begin thinking about and preparing for Senior year.
- A college night is run every year. All 9th grade parents attend to register their children for college. This is an exciting night where parents complete paperwork that ultimately results in enrolling their children in CUNY Queens College. Furthermore, it is an opportunity to parents to meet the College Liaison, the school counselors, administration and representatives from the college. It is also an informational session about the school's scope and sequence and the students' opportunities in college.

Parents receive a copy of the warning letters sent to the students who are not demonstrating progress in college course work. The letters are, however, addressed to the students as a demonstration of the independent and maturity required to matriculate in a college level course

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<ul style="list-style-type: none"> • This year, the majority of college coursework is being offered during the school day and delivered by DOE HS teachers who have been vetted by the faculty at CUNY Queens College. Their salaries are paid for using TL Fair Student Funding allocations. • Funding for coursework offered outside of the school day and by non-DOE teaching staff is provided by a CUNY budget. This budget also finances the College Liaison position. • Funds for textbooks come from TL NYSTL Textbook funds, line-item allocations in the CUNY budget and additional funds in an RFCUNY budget. 						

Goal and Action Plan #3

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

Annual Goal #3

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

In 2013-14, 95% of 12th Grade students will graduate on time in June 2014. 100% of 12th Grade students will graduate by August 2014. 90% of 11th Grade students and 90% of 10th Grade students present in September 2013, will accumulate 11 or more high school credits during the school year and be on track for graduation. 85% of the current 9th Grade students who entered the school in September will earn 11 or more high school credits.

Comprehensive Needs Assessment

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

- The goals are derived from QSI's 2012-13 High School Progress Report.
- QSI's mission is to provide students with the tools needed to attend and demonstrate success in college. Appropriate course work and on-schedule credit accumulation assures graduation from high school within four years and provides students with a greater opportunity to attend and be successful in college.
- The first week of school in September 2013, all ninth grade students took part in a week long college readiness seminar that emphasized the importance of high school credit accumulation.

- Additional APEX seats have been added to support credit recovery and blended course work for students who are credit deficient.
- In September 2011, QSI increased the course selection in Science and Math to provide additional opportunities for students to accumulate credits in areas where credit accumulation is deficient. In 2012-13, students were given the opportunity to enroll in Forensics, CompSci080, AP Biology, AP Chemistry and Math201. These courses remain. Additionally, a high school semester of Math was added in between College Math 115 and College Math 122 to accommodate credit accumulation and support Regents exam scores in Algebra II.
- Throughout the school year - with emphasis in September, January and May - in collaboration with school counselors, each student will review his/her high school transcript and develop individualized course schedules with interim goals toward successful completion of coursework.
- The high school PPT has been designed to focus on the most at-risk students to set-up and follow-through with regular interventions aimed at student engagement and successful credit accumulation. The team meets bi-monthly to review cases.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Listed above

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Listed above

D. Timeline for implementation and completion including start and end dates

1. By June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. n/a

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Haiku Learning provides families with 24-hour access to student assignments and progress. Each teacher has his/her own page on the website where the class syllabus, assignments and updates can be posted.
- Queensinquiry.com is the school's website. Updates regarding the school and its curriculum are regularly posted.
- Each semester an Open House for current parents is organized by the parent coordinator. Parents are invited to shadow their children in their classes and learn what they are learning.
- After each of the four standards based report cards, the parent coordinator helps to schedule meetings with the parents of the students who are demonstrating the least progress. The meetings often include a family member, an administrator, the student and representative teachers. The meetings are designed to result in an action plan for each child.
- School Messenger is an automated call system used to alert parents to absences and lateness - impediments to student achievement.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p>AIS targets students identified in the bottom third as per the statewide ELA exam and benchmark assessments given at intervals during the school year.</p> <p>Teachers target the CCLS for writing an argument and reading comprehension. Newly published test preparation texts aligned to the Common Core for the newly revised exams are used to support classroom instruction.</p> <p>An ELA Lab has been added to support student learning in the English classes for 6-8 grades.</p> <p>At the HS level, all teachers provide "office hours" where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p> <p>High school students are hired as tutors in math, chemistry and English to provide support to peers indentified by subject teachers.</p>	<p>Groups are organized in a ration of 10:1 for the AIS period and during "office hours."</p> <p>Peer tutoring is configured as either 2:1 or 1:1.</p>	<p>Services are provided as part of the contractual 37 1/2 minutes and before and after school.</p>

<p>Mathematics</p>	<p>AIS targets students identified in the bottom third as per the statewide Math exam and benchmark assessments given at intervals during the school year.</p> <p>Newly published test preparation texts aligned to the Common Core for the newly revised exams are used to support classroom instruction. Instruction targets skill development and problem solving strategies.</p> <p>A Math Lab has been added to support student learning in the English classes for 6-8 grades.</p> <p>At the HS level, all teachers provide "office hours" where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p> <p>High school students are hired as tutors in math, chemistry and English to provide support to peers indentified by subject teachers.</p>	<p>Groups are organized in a ration of 10:1 for the AIS period and during "office hours."</p> <p>Peer tutoring is configured as either 2:1 or 1:1.</p>	<p>Services are provided as part of the contractual 37 1/2 minutes and before and after school</p>
<p>Science</p>	<p>At the HS level, all teachers provide "office hours" where students are either mandated or join voluntarily for tutoring and additional help in their content</p>	<p>Individualized online support.</p>	<p>Students are scheduled for the online coursework during their school day.</p>

	<p>areas.</p> <p>A class for 12th grade students who did not meet proficiency on the Living Environment Regents exam has been established. These students have been given accounts for CastleLearning, an online test preparation program, and are monitored by a science teacher who offers additional support.</p>		
Social Studies	<p>At the HS level, all teachers provide “office hours” where students are either mandated or join voluntarily for tutoring and additional help in their content areas.</p> <p>A class for 12th grade students who did not meet proficiency on the Global History Regents exam has been established. These students have been given accounts for CastleLearning, an online test preparation program, and are monitored by a science teacher who offers additional support.</p>	Individualized online support.	Students are scheduled for the online coursework during their school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counselor on site	<p>Whenever necessary or recommended by teacher or parent.</p> <p>-Whenever recommended by teacher or parent</p>	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Our partnership with Queens College makes QSI a popular site for aspiring teachers. Teachers at QSI work collaboratively with the staff and students of CUNY Queens College. Practicum students and student teachers clamor to work at QSI, and our teachers benefit from being mentor teachers and receiving course waivers to matriculate at Queens College. • Adjunct professors are hired to teach the college level course work. As an incentive for the QSI teachers, teachers who have completed graduate coursework in their field and are highly qualified may be vetted by the college and accepted as college adjuncts. • A Literacy Coach is available to teachers to support their professional development and curriculum alignment to the CCLS.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
n/a

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
n/a

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
n/a

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
n/a

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
n/a

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
n/a

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 252
School Name Queens School of Inquiry		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Inbal	Assistant Principal Mr. Glatz
Coach type here	Coach type here
ESL Teacher Mrs. Yvonne Frazier	Guidance Counselor Joanna Medrano
Teacher/Subject Area ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Rose Moyano
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Cass Conrad	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	580	Total number of ELLs	13	ELLs as share of total student population (%)	2.24%
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Part II: 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							2	5	0	2	2		1	12
SELECT ONE														0
Total	0	0	0	0	0	0	2	5	0	2	2	0	1	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2			9			1			12
Total	2	0	0	9	0	0	1	0	0	12

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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						2
Chinese							1							1
Russian										1				1
Bengali								1						1
Urdu										1			1	2
Arabic							1							1
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1				1	3
TOTAL	0	0	0	0	0	0	2	4	1	2	1	1	1	12

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0							1						1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7	3	2			5
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			2						2
7	2		3						5
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		4				7
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	3		3	
Geometry	2		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	4		2	
Physics				
Global History and Geography	1		1	
US History and Government	2		1	
Foreign Language	1		0	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessments used in our school for ELLs are: The ARIS, LAB-R, CAT-W, writing samples in their native language. The data helps in student placement, in making instructional plans and evaluative decisions. I use practice NYSESLAT exams in addition to teacher made materials as baseline assessments for incoming students. The results of these practice exams helps to inform what differentiation needs to occur in all core courses and what scaffolds are needed to be implemented. In addition, we use the DOE website educator resources supporting ELLs literacy development resources.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The student who took the LAB-R this year scored Beginner and by law must receive language support. The patterns affect the type of instructional program the student must be placed. According to the NYSESLAT, are ELLs generally doing better in reading and writing. The implication is that we will focus more closely on listening and speaking modalities, while providing continued support in all modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The ELL teacher can access the LAB-R and NYSESLAT scores through ATS to analyze test results, and follow annual progress. This information affects student grouping, curriculum planning, student interventions, and professional development, as well. We use the RMNR due to our small population of ELLs. AMAQ is a tool used to measure students' progress in English, proficiency levels, and ELA and Math scores. The information is used to plan and target instruction for ELL subgroups.
4. For each program, answer the following:
 - a. 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?

a. The patterns reveal that as the students advance in grade levels their performance levels (beg., inter, adv.) are moving towards proficiency levels.

b. Teachers and school leaders use the data to target instruction.

c. The Periodic Assessments gives an indication on how the ELLs are doing compared to the native students. The assessments show that ELLs do better in content areas where language is less demanding. Students can test in their native language, answer questions, and a translator can be provided, if needed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We are a 6-12 grade school.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction is designed to meet the students' language acquisition. The ESL teacher ensures that a language objective is incorporated in every lesson; extended time is given to complete assignments, plenty of guided practice, visuals, kinesthetic activities and scaffolding, as well as cultural sensitivity. Students may also be assessed prior to instruction on a particular topic or skill, so the lesson can be modified to meet the individual student language proficiency. In addition, NYSESLAT and LAB-R scores are considered before planning instruction.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ESL teacher meets with administrators, content teachers, counselors, to assess whether the ELLs are striving or struggling against their peers in the mainstream classroom. If they are struggling, a plan is devised for students' improvement which includes rigorous, intensive individualize instruction that includes English language development.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). During the screening process, an informal oral interview is done by a certified pedagogue to determine if there is a language other than English spoken at home. If another language is used at home the parents/guardians of newly enrolled students are required to complete a Home Language Survey (HLIS) administered by a trained pedagogue. The survey lets the staff know what language is used at home. The (HLIS) is given to every student that is in the public school system to determine entitlement for an ESL program. Translations and over-the-phone interpretations are available if needed. If the HLIS indicates that the student uses a language other than English, he/she is given the Language Assessment Battery-Revised performance exam (LAB-R) by a certified ESL teacher within the first ten days of enrollment to determine eligibility for ESL program placement. The LAB-R is given in Spanish if the student speaks Spanish to determine language dominance. The LAB-R results determine whether students are entitled to a bilingual/ESL programs and services. If the student scores below proficiency on the LAB-R the student is identified as an ELL. If the student scores above proficiency the student is not an ELL. In addition, the Academic Language and Literacy Diagnostic (ALLD) is given after the HLIS and LAB-R is administered to students who have been identified as SIFE in the initial interview and speak a language at home of English or Spanish.
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. During our annual recruitment (in November for the high school and in December for the middle school) and summer academy events, parents/guardians of newly enrolled ELL's are informed of the different ELL programs that are available. During these meetings parents receive brochures, watch videos (available in their native languages, whenever possible), detailing our ESL program, and any questions they may have about the programs is addressed (with assistance from a translator if necessary). Currently our school has a Free- Standing ESL program, but if another choice is requested, (TBE/DL) we will notify the parents once we have sufficient number of entitled students available for the program. If there are not sufficient students the parent can transfer the child to another school that has the TBE program, or if not the child can remain in the school and be placed in the Free-Standing ESL program. Once a program is in place parents are notified through entitlement letters, phone calls, and are invited to a parent meeting detailing the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) Entitlement letters are distributed to all parents/guardians after the surveys are returned and reviewed by the certified ESL teacher and Assistant Principal. The survey is stored in a locked file cabinet in the main office. Subsequent follow-up calls are made to parents by the parent coordinator. The RCHK report in ATS is run twice annually to determine ESL and LAB-R compliance and eligibility.
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. ELLs native literacy skills, English language acquisition, and educational background is taken into consideration when determining what program best meets the student's needs. Parents may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program, or Freestanding ESL Program. These programs can be translated by an

over-the-phone translator, or onsite interpretation when requested. The intake process and subsequent correspondence is recorded in ATS ILOG.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT is administered to all students (in the Spring), who have previously been identified as ELLs based on their score on the LAB-R. The list is generated through the RCHK screen in ATS. The tests are administered in a separate location. The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. In addition, we evaluate the test scores to determine strengths and goals of all English language learners at our schools..

6. 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.) 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. [i](#)
The program of choice has been Free Standing ESL.. The program model is aligned with parents' request. There are currently 13 ESL students enrolled in QSI. Parents or families often are referred to our school by word of mouth and reputation. The parents understand that part of our early college mission is to provide a fully inclusionary program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

a. Minutes are delivered via in-class schedules. The ELLs are placed in the same classes as the rest of the school population in mixed proficiency levels and are supported with push-in co-teaching instruction given by a content teacher, and an ESL teacher. The ESL teacher works with the ELLs during content instruction in collaboration with the content teachers to provide language acquisition, vocabulary support along with the lessons. Students are also pulled-out by the ESL teacher periodically to provide one-to-one instruction time. The ESL teacher also has office hours during the day that can accommodate the students, if more time is required.

b. The classes in the school are all heterogeneously grouped. The child's schedule beginning in sixth grade mimics a departmentalized high school schedule, and in grades 6- 8 all classes are heterogeneously mixed. Course placement in 9- 12 is based on the student's ability to meet prerequisite and regents requirements. The school is scheduled based on a ten period day.

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)?

Our ESL teacher, classroom teachers, school leadership, and others help to develop a schedule for ELL students based on their grade, proficiency levels, student work, formal and informal assessments, and test results. Instruction is adjusted according to the variety of evidence and data. In addition, the ELL staff is given time to plan with the content teachers to address the needs of the ELLs. The teachers work together during their common planning time and develop work for ELLs together based on data that is gathered from classes. The K-8 beginning and intermediate students receive 360 minutes per week in instructional minutes, and the advanced students receive 180 minutes per week. The 9-12 beginning students receive 540 minutes of instruction per week and the intermediate students receive 360 minutes per week. The advanced students receive 180 minutes of instruction per week. All advanced ELLs receive 180 minutes per week in ELA instruction.

a. As per CR Part 154, students at the beginning and intermediate levels in K-8 receive 2 periods per day (360 minutes of ESL instruction per week). Students at the advanced level receive 180 minutes, 4 periods per week. At the beginning level students grades 9-12 receive 360 minutes per week 2 periods a day; intermediate students receive 360 minutes a day 2 periods a day, at the advanced level 180 minutes 1 period a day. At the advanced levels all students must take 1 unit (180 minutes) of ESL and 1 unit of ELA. All students including ELLs have 2 periods of ELA a day and 1 period of ELA instruction and a lab period.

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 foster language development and meet the demands of the Common Core Learning Standards.

At this point in time the 13 ESL students enrolled at QSI all receive Free-Standing ESL in all core subject areas. In our freestanding ESL program, while native support is provided, all content is delivered in English and students are expected to use English in both their content classes and ESL classes. ELLs are in a supportive environment that share high expectation in performance aligned to common core standards and college readiness goals. Multiple instructional methods and supports are used to assist ELLs in meeting the standards. To make content more comprehensible tests are given in simple language or orally, use of speech appropriate for students' proficiency level (slower rates, enunciation, simple sentence), explicit vocabulary development with visuals when able, activating prior knowledge, directions are repeated and clarified, tests and textbooks are available in students' native language, small group work is emphasized, modeling, audiovisuals, graphic organizers, and students' can be paired with a bilingual student. ELLs that require extensive intervention are pulled-out by the ESL teacher and the lessons are pre-taught and modified. Emphasis is made on ELA and Math skills.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

All ELLs are given periodic assessments throughout the year, and when needed students' native languages are used and are considered an asset. If an ELL student is in the early stages of language acquisition, the ESL teacher works collaboratively with the content area teacher to ensure that writing assignments, oral responses to test, and classwork are translated in the students'

native language. Additionally, screeners are used quarterly to evaluate student progress.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teachers look at the NYSESLAT performance over time to analyze any gain in the ELLs listening, speaking, reading and writing modality. ELLs response to a reading comprehension question is a powerful way for ELLs to demonstrate what they've learned, and for the teachers to evaluate the four modalities, and using rubrics that integrate ELA and ESL performance standards for all four modalities of English. In addition, awareness of students' background, recognition of their prior literacy experiences, and knowledge of the challenges and benefits the ELLs experience help us to be more effective in evaluating their language levels and individual instruction.
QSI uses a standard- base assessment model to determine student proficiency. The ESL teacher collaborates with content- area teachers to ensure that the four modalities of English acquisition are included in the standard assessment and re-assessment opportunities awarded to all students.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All sub groups have an educational plan that contains what the students need in order to be successful, with learning objectives, outcomes, and timelines. We address the issues that are specific to the ELLs in order to close the performance gap between the ELL subgroups and the mainstream students. We target the challenges of second language acquisition, and inequity in instruction by establishing many learning entry points. We use the RNMR report to determine students' years of services and cross-reference it with the RBPS (BESIS summary report).

a. Initially the ESL teacher looks into the needs and background of our SIFE students and provides a supportive environment that responds to the immediate social, cultural, and linguistic needs of the students. The information is shared with the students' content teachers.

The SIFE students receive services from the ESL teacher daily, as needed, including their mandated units per week. In addition, they receive intensive literacy support, increase sheltered instruction, native language instruction, an introduction to basic school activities and skills, and community resources for their families, if needed. Differentiation may include, increase use of visuals (picture glossary), collaborative learning activities, hands-on-learning, phonics, labeling, role-playing, phonics,

and

demonstrations. If needed, the students are given a flexible schedule that would allow for a gradual transition into the classrooms and more one-to-one intervention.

b. The newcomers would have sheltered instruction, if available and more opportunities for social integration into the classroom community, and access to core curriculum with native language support. The newcomer students receive ESL instruction for 360 minutes per week, based on their proficiency levels. Differentiation may include, teaching explicit vocabulary, listening skills, pre-reading exercises, note-taking, graphic organizers, using a dictionary and phonics instruction.

c. The ELLs continue to receive their units of instruction according to their level of language proficiency. Activities to express their receptive and expressive language development are encouraged (giving opinions, analyzing, synthesizing, evaluating). Differentiation may include graphic organizers, guided reading, partner reading, modeling, and think aloud.

d. Differentiation for long-term ELLs may focuses on building a strong foundation in academic language in both English and the students' native language. Students' content courses should focus simultaneously on content and literacy and increase one-to- one instruction, if needed.

e. Former-ELLs may continue to receive testing accommodations for up to 2 years, and we provide transitional supports in the first year the ELL was identified as proficient.

7. 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?

Instruction is organized around grade-appropriate content, and provides access to core curriculum; language and content learning are integrated, and multiple opportunities of for students to process information verbally and nonverbally are given, such as, draw, role-play, discuss, review, question, read, report and write about. Lessons are planned with students' English proficiency in mind. Movies, videos, audio-books are shown to enforce the lessons in Science, ELA, and History with English sub-titles. Math is

scaffold using manipulates math games with real-life situations. In addition, flexible grouping is provided (heterogeneous groups, pair work), that provides opportunities for social, linguistic, and academic development. Also, a variety of assessments are given that permit the student to display learning through different modalities of strength (oral, written, visual, kinesthetic and auditory).

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In determining the students' needs, IEP teams must consider both special education services, and ESL instruction simultaneously, as needed. The ESL teacher and the Special Education Teacher schedules are aligned to the students' schedules and provide instruction that address students' needs according to the IEP goals, and their language proficiencies. In addition, both teachers meet to discuss the goals and interventions of all the ELLs receiving IEP services. A schedule is put in place to accommodate all the required services. The model for both ELL and IEP students at QSI is fully inclusionary. There are no pull-out services which allows for all instruction by general education ESL and Special Education Staff is provided in the least restrictive environment for all 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	45 minutes per day	45 minutes per day	45 minutes per day

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

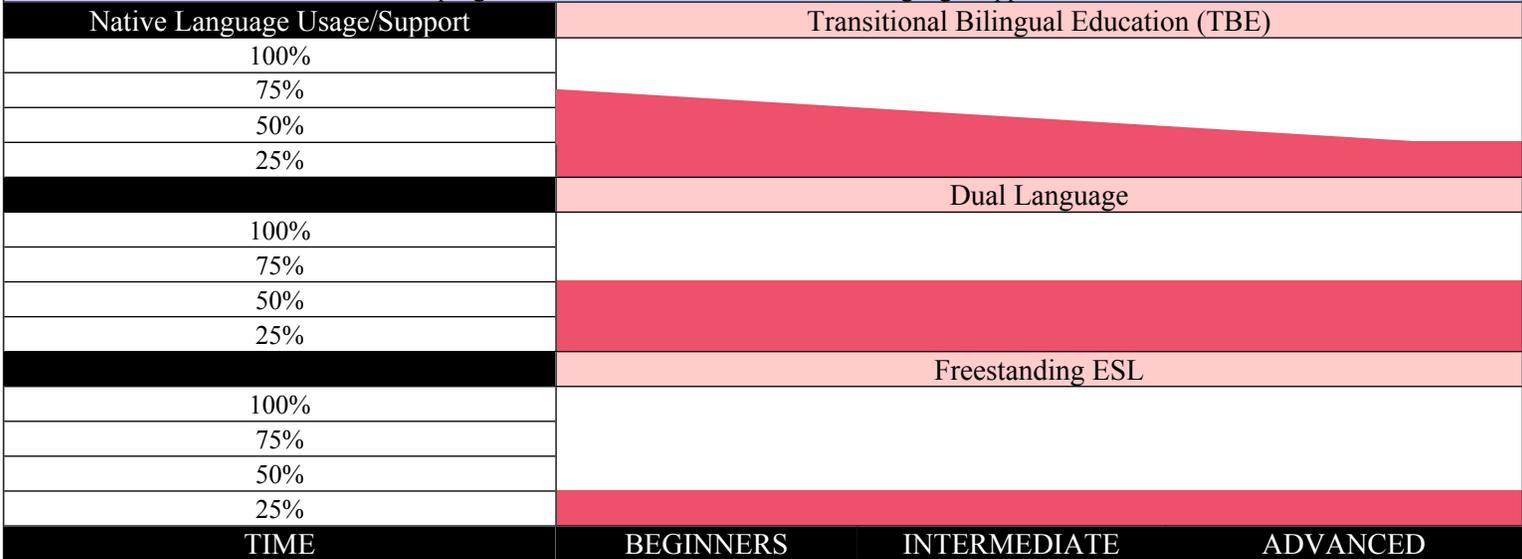
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Targeted interventions programs for ELLs that are struggling in ELA, Math, Science, and History include small groups support. An extra lab period in ELA and Math that precedes their ELA and Math content class is given 3 days a week for all students including ELLs who scored below a 3 in the ELA and Math.

An Academic Intervention Program (AIS), that offers one-to-one group help in the morning for those students who are "at risk" in the content areas, such as, Social Studies and Math for the high school students.

As a part of a balanced literacy program, English Language Learners engage in shared, guided, and independent reading and writing. When appropriate parallel text are purchase in the students' native language and used as a resource to support the childs' knowledge acquisition.

The Culture Club meets twice a week during lunch and the ELLs have opportunities to talk in their native language, eat lunch together, get to know each other and share their rich cultural experiences in a small-group environment that is less threatening than the classroom. Classwork and homework help is also provided.

Tutor Program- high school students are assigned to tutor an ELL in a content area they may be struggling in.

The Rosetta Stone for our "newcomers", SIFE and Long-Term ELLs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All teachers are required to use ARIS throughout the school year to familiarize themselves with all of the students they teach and the students' individualize needs. The ELLs are achieving the goals in English proficiency and are able to participate in a purposeful way in their content classes. ELLs are scoring proficient in the NYSESLAT exam, passing standarized tests, such as, ELA and NYS Math tests and passing regents exams.

11. What new programs or improvements will be considered for the upcoming school year?

For the general ELL population some improvements for next year are a library with ESL resources, books in their native languages, an Easy Reader Collection of books for beginners, non-fiction books, audio literacy books w/illustrations and CD's, such as, "Romeo and Juliet", "A Midsummer Dream". For Intermediate ELLs the Cambium Learning Technology is a new program that may be considered next year. This online literacy program addresses the specific instructional challenges that the ELL students' face, such as, reading comprehension and reading content area texts. In addition, Castle Learning is a new online resource that preps the students for the Living Environment Regents.

12. What programs/services for ELLs will be discontinued and why?

No programs/services will be discontinued at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs participate in all programs available at the school. If translation is needed ELLs are paired with a bilingual student/teacher who speaks the same language. The Drama club (a place where ELLs can express their talents and develop creativity). The chess club and the cultural club all provide an opportunity for the ELLs to be a part of their school community and meet new friends.

The Culture Club is created by the ELL students. The ELLs have opportunities to talk in their native languages, get to know each other and share their rich cultural experiences in a warm and comfortable environment. The Academic Intervention Program (AIS) is an after-school program that is available to ELLs. This program is particularly for students who may not have access to academic resources or help at home, or those with responsibilities, such as working or caring for younger siblings.

The school is small and the elective choices and extra-curricular are limited and the students have equal access to whatever is offered, as new projects are developed.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In the classroom the students are provided with power point, visuals, read aloud, graphic organizers, smart boards, pre-teach and modified curriculum, cognates, prefixes and suffixes are taught especially in more challenging contents, such as, history and science. in the early production stages of language acquisition students draw pictures to illustrate his/her learning and thoughts, summarized versions of the English books that are grade level and age appropriate are provided for content classes and literature, previewing the text, teaching vocabulary relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening. In addition, books in the

students' native languages are available. Subgroups are given Math games and ELA fluency and comprehension in a separate location for target instruction.

Some of Technology programs and instructional activities presently being used are:

Interactive games and videos for ELLs

Newcomers are given a portable CD player and books on CD to use in the classroom.

The ELL teacher sometimes uses an iPod to record stories and track students' progress in speaking and listening.

Castle Learning is an online study guide for preparing the ELLs for the Science, English and Math Regents

Brain-Pop ESL is an entry point used in conjunction with the lesson plans.

I Pads are used for research

Recorders to practice presentations and reading fluency

Phonics CD's

Rosetta Stone

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our program is Free- Standing ESL (all 13 ESL students participate in this program) and all content is taught in English, using ESL methodology and native language support. The native language is delivered through books, dictionaries, glossaries, portable translators, or bilingual student/teacher. Newcomers and beginners can respond to literature and write in their native language.

Tests can be ordered in the students' native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Books/materials are both grade-and age-appropriate, as well as the content support that the student is receiving. The syllabi for every course have gone through an extensive accreditation process to ensure that all instructional materials in all content area at all grade level are age appropriate regress and aligned to the CCLS.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There is a week long summer bridge program for all incoming students. This time provides teachers and students with an opportunity to learn about the school, expectations, and take pre- assessments that help teachers plan for individual students' needs. Throughout the year newly enrolled ELL students can meet formerly enrolled ELLs, teachers and other staff members. ELLs can ask questions and take a tour of the school.

18. What language electives are offered to ELLs?

The electives offered by the school are limited due to its' size and space eligibility. Spanish is offered a language elective.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL teachers attend conferences and workshops at the UFT teacher center, Teachers' College, Hunter College, and 2013 NYSESLAT Turnkey Training. Workshops include trainings in Collaboration and Co-Teaching conference, PD opportunities for educators offered by the DOE website that include Common Core Training. Teachers participate in study groups, workshops and in-school coaching to develop strategies for targeting instruction for ELLs. All PD dates are the first Friday of the month for the middle school, and the third Friday of the month for the high school teachers.

2. The ESL staff as well as all staff members has been given ongoing training and support in implementing the Common Core Learning Standards and its implications for ELLs and all students. The ESL teacher and the Bilingual teachers, including the guidance counselor (who holds a bilingual license) participate in trainings at NYS TESOL conferences.
3. The staff is made aware of the social and emotional needs of students as they transition from middle school, such as, Financial, language proficiency challenges, and household responsibilities. Also, the guidance counselor and the ESL teacher collaborate to ensure smooth transition for the students from middle school to high school by explaining new schedules, curriculum, and making sure the students stay on track as far as credits and regent exams. Parents are also invited to

the

school for orientation to the high school with the student. The guidance counselor and the ESL teacher attend ESL workshops quarterly.

4. It is an ESL training for all staff (including non-ELL teachers) within their first 3 years. Staff training will focus on strategies that ELLs struggle the most, like vocabulary and language acquisition. We plan to train staff help prepare ELLs in standardized test taking.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents attend open house twice a year. There are individualize and general parent meetings. ESL parents can meet with the ESL teachers in a one-to-one conference, by phone or email. Parents are welcome to the school at any time. Parents have access to the ESL classroom where parents can observe what their child is doing. Parents are encouraged to participate in a variety of school activities throughout the year. These activities may include sharing cultural traditions in a classroom interview or accompanying the class on a field trip. Each year, we host a Multicultural Dinner which promotes intercultural understanding and strengthens parent involvement. School fundraisers and class celebrations are another way for parents of ELLs to get involved.

2. There are workshops offered to parents of ESL students throughout the year. These workshops include: materials and training needed to effectively become involved in the planning and decision making of their children's' education. The workshops include literacy and technology training. There is also an annual conference that parents are encouraged to attend in the city. The presenters highlight topics that can empower parents, like, college readiness, common core standards, parent resources, and p One of the community services is, "The Beacon Program" an after school program that supports many of our ELLs in tutoring, homework and academic support it also offers computer training for parents, literacy, and classes that prepare them for the workplace.

3. Parents needs are evaluated by parent surveys and, "come and meet the teachers night" is a great way for parents to express their concerns and ask questions. Some parents work long hours, so scheduling conferences are flexible. Parents/guardians are provided access to information and resources that will encourage student success, like, validating literacy experiences in the home. Some parents are encouraged to take ESL classes and are given literature and information if needed. Parents are also invited to volunteer at the school, come to the culture club and share their experiences. The Beacon Program has classes to support parents in technology, literacy, and preparing them for workplace. It is also a safe, affordable place to serve children in homework and social guidance.

4. Parents are informed how to access the students' grades through the schools' grading system and how to help their children at home. Parents are kept informed through letters and phone calls about school event, decisions within the school, like afterschool programs, the PTA, the once a year cultural event, where they can come and meet other families and socialize with school staff. Other parental involvement include: Orientation to the school, parent groups, and interpreters, community resources, and liaison. Notices are provided for parents who cannot attend school events in their home language that explains the purpose of the schools functions and what will be happening. Parents are encouraged to attend PTA meetings and participate in school Leadership Teams.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CUNY/511 **Network:** Cass Conrad

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.

In order for QSI to assess written and oral interpretations, data is collected from the Home Language Survey and Emergency Blue Cards, parent orientations, and open houses.

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.

Currently we have 13 ELLs and 580 students. The languages spoken as identified by the ATS system are: English, Urdu, Russian, Mandarin, Philpino, Arabic, Haitian Creole, Bangali, Spanish, and Pashto. Written and oral translations are provided by the DOE website. The findings are repoted to the school community via parent meetings, teacher conferences, staff meetings, letters, and flyers.

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 use the services of our parent coordinator, bilingual staff, and parent volunteers. We translate critical forms of communication, such as report cards, translated progress reports, field trip notices, flyers, consent forms and parent brochures, which can be followed by a phone-call. In addition, the ESL teacher can retrieve forms and applications that have been translated by the DOE in various languages.

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.

Any oral interpretations QSI needs are met by in-house interpretations. Interpreters are available during the intake process, parent teacher meetings, workshops, teacher conferences, and IEP meetings. QSI uses a website called Haiku where parents and students can access grades and homework. The parent coordinator helps the parents through the process through translators.

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>.

QSI creates a welcoming atmosphere for all parents. Parents are informed of their parental rights and responsibilities - at the intake process - including their rights to translation and interpretation services. Parents are informed of all incoming school events, and all the information they need is provided in their native languages, if needed and available.