



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS SATELLITE HIGH SCHOOL FOR OPPORTUNITY
DBN (i.e. 01M001): 28Q338
Principal: MARK MELKONIAN
Principal Email: MMELKONIAN@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: LISA PILASKI

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
Mark Melkonian	*Principal or Designee	
David Kupfer	*UFT Chapter Leader or Designee	
Deborah Tubbs	*PA/PTA President or Designated Co-President	
Betty Morano	DC 37 Representative, if applicable	
Michelle Harris Staresha Harris	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lorraine Whyte	Member/ parentt	
Julia Velez	Member/ parent	
Robert Garnes	Member/ parent	
Vincent Congello	Member/ staff	
Luz Rojas	Member/ staff	
Ann Mykoo	Member/ parent	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

100% of teachers will modify curriculum, unit plans, and course outlines that include multiple formative and summative assessments and questioning strategies by using the Danielson Framework as a vehicle to revise curricula.

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.

After a review of the Learning Environment Survey conducted by the NYCDOE for QSHSO it indicates that our school improved its level of academic expectations from 2012 – 2013. Despite this increase to a C, we recognize the importance of implementing a more rigorous and focused framework for our instructional expectations.

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. Our focus this year is on planning course outlines, units, maps, lesson plans, and assessments. Teachers are engaged in ongoing modifications throughout the year during common planning time and professional development. Professional Development geared towards implementing higher level questioning into instructional plans.
2. Our network instructional specialist meets with our professional development team in the development of our PD plan focusing on the Common Core Learning Standards integration.
3. Administrators provide regular feedback with actionable next steps and areas for improvement.

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

1. Committee of teachers, lead teacher, and administration.
2. Committee of teachers, lead teacher, CFN Instructional Support and administration.
3. Administration

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

1. Review data on a regular basis. This includes the teacher's planning data, PD plan, and Pd artifacts.
2. Review data on a regular basis. This includes the teacher's planning data, PD plan, and Pd artifacts.
3. Review data on a regular basis. This includes the teacher's planning data, PD plan, and Pd artifacts.

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

1. August, 2013 – June, 2014
2. August, 2013 – June, 2014
3. August, 2013 – June, 2014

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

1. Common Planning Time is programmed into every teacher's schedule. In addition, we have a least two professional development dates per month after school. Also, teachers attend Professional Development offsite; Network, New York Performance Standards Consortium and ASCD.
2. CPT and PD
3. During the school day at least twice a week.

Strategies to Increase Parental Involvement

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

The School Leadership Team will be informed of the action plan and have an opportunity to recommend modifications on behalf of the parent body.

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.						

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.

To have teachers reach out to parents on a weekly basis and to hold at least 2 parent workshops a year.

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 School Leadership Team, Administration, students and parents reviewed data found within the NYCDOE Progress Report on the Learning Environment Survey. We had an increase in our score from the previous school year to a C but we agreed to strive for a higher score. Collaboratively we linked student academics and social success to improved and increased communication with both parents and students.

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.

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

2. Each student is part of an Advisory and must check in every day with their advisor. Advisory also meets on a daily basis to promote community. A school aide is dedicated to increasing our attendance and makes daily phone calls. We also utilize a school messenger to send out daily correspondence. These strategies will include bilingual translation to improve communication with non English speaking families.
3. At least two workshops focusing on financial literacy, financial aid, and work place skills in the evening for parents are scheduled. Our Community Associate is actively engaged in our school community and the larger Queens community.

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

1. Community Associate, School Aide dedicated to attendance Teacher – Full time and Advisory.
2. Community Associate, School Aide and Secretary.

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

1. All Advisory Teachers review data on a regular basis. The data consists of attendance, report cards, transcripts and home contact logs.
2. Review attendance feedback from workshops.

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

1. August, 2013 – June, 2014
2. August, 2013 – June, 2014

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

1. Allocated resources for a Community Associate, Attendance School Aide, and a full time Attendance teacher. Advisory is a class programmed for every student. The focus of advisory is on creating community and the development of positive relationships between peers, students and adults.
2. Resources allocated for Community Associate and workshops are taking place on site after the school day

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).

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title 1 schools should reference these activities in your school's Title 1 Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Create flyers in both languages to ensure parent participation in future workshops.
- The schools will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education act (ESEA). Those programs, activities and procedures will be planned and operated with

meaningful consultation with parents and participating children.

- The school will ensure that the required school level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.

- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports require under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon requests, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school;
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and

Queens Satellite High School for Opportunity will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences during which curricula and skills will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held in the fall and spring semesters.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: send home student report cards.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: parent can call the school and ask to speak to a teacher or advisor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: parent(s) and/or guardian(s) can be invited to watch their child's final presentations.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- o Monitoring attendance.
- o Making sure that homework is completed.

- o Monitoring amount of television their children watch.
- o Volunteering in my child’s classroom.
- o Participating, as appropriate, in decisions relating to my children’s education.
- o Promoting positive use of my child’s extracurricular time.
- o Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- o Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.										

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.
To prepare 100% of graduating students for post secondary readiness by ensuring they each have a career plan, at least one college experience, and at least one career experience before they graduate.

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.
<ol style="list-style-type: none"> 1. QSHSO focuses on the development of student’s ability to think critically and transfer learned skills in authentic situations, and this prepares for college and a career. Our Literacy Habits of Mind encourage critical thinking and promote deep understanding. These skills are essential to the Common Core Learning Standards and are supported by QSHSO Literacy Habits of Mind. 2. Our student population is over aged and under credited. The majority of our students arrive with poor attendance and a few credits. We focus on preparing our students for life after graduation. Our School Based Intervention Team has developed a personalized individual graduation plan for each student. Surveys are conducted to gather information from our students, informing us of their college and career interests and post secondary plans. This data is based on transcripts and student interviews. Each student participates in a site visit of their interest or a mentor from that industry meets with the teachers and students at the school.

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.

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

1. Our School Based Intervention Team has created an alumni database which provides us with longitudinal data giving us insight on employment/college placement after graduation. Students will participate in college and career workshops. Students will visit at least one college prior to graduation. We have outside partnerships with businesses and CBO's who work with our teachers and students focusing on college and career exploration. We have ongoing development of CTE Hospitality curriculum. All students will have an IGP.
2. Each student will have 1 college and 1 business experience before graduation.
3. Ongoing CTE Curriculum development.

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

3. Teachers, Mentors from businesses and CBO's, School Business Manager, Administration and Community Associate.
4. Teachers, Mentors from businesses and CBO's, School Business Manager, Administration and Community Associate
5. Teachers, Mentors from businesses and CBO's, School Business Manager, Administration and Community Associate

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

1. Distribute individualized graduation plans.
2. Students create resumes and reflection after site visits.
3. Curriculum application submission

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

1. August, 2013 – June, 2014.
2. August, 2013 – June, 2014.
3. August, 2013 – June, 2014.

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

1. Block scheduling to incorporate time for mentors to meet with teachers and students during the day.
2. Time for students to experience the workplace off site and experience college life on campus
3. Allocation of budget for School Business Manager, Community Associate, and Business CTE Teacher.

Strategies to Increase Parental Involvement

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

The School Leadership Team will be informed of the action plan and have an opportunity to recommend modifications on behalf of the parent body.

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 #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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 5. Timeline for implementation and completion including start and end dates**
1.
- 6. 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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 5. Timeline for implementation and completion including start and end dates**
1.
- 6. 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.

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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.)
ELA	<p>Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendations, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily. Teachers are also available during their prep time and lunchtime to meet with students</p>	<ul style="list-style-type: none"> • Tutoring and small groups 	<ul style="list-style-type: none"> • AM and PM classes that focus on preparation for exams and portfolios. • Vacation courses. • Block scheduling. <p>Weekend classes that begin in the Spring to assist in preparation for the ELA Regents exam. Consultants will offer additional support before/after school: Ritz Carlton, St. John’s University, Google, Queens Community College, CBO mentors, Kid Talk and CPT incorporated within daily schedule</p>
Mathematics	<ul style="list-style-type: none"> • Block Scheduling. • Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. • Tutoring is scheduled daily. Teachers are also available during their 	<ul style="list-style-type: none"> • Tutoring and small groups 	<ul style="list-style-type: none"> • AM and PM classes that focus on preparation for exams and portfolios. <p>We will offer vacation courses to build skills and content knowledge.</p> <p>Consultants will offer additional support before/after school: Ritz Carlton, St. John’s University, Google, Queens Community College, CBO mentors, Kid Talk and CPT incorporated within daily schedule</p>

	prep time and lunchtime to meet with students		
Science	Tutoring for students is offered before and after school. Students will be identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged	Tutoring and small groups	<ul style="list-style-type: none"> • Tutoring is scheduled daily. Teachers are also available during their prep time and lunchtime to meet with students. • AM and PM classes that focus on preparation for exams and portfolios. • Block Scheduling. • Consultants will offer additional support before/after school. <p>We will offer vacation courses to build skills and content knowledge. Consultants will offer additional support before/after school: Ritz Carlton, St. John's University, Google, Queens Community College, CBO mentors, Kid Talk and CPT incorporated within daily schedule</p>
Social Studies	Identified: voluntary, during common planning time meetings, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Tutoring is scheduled daily.	Tutoring and small groups	<p>AM/PM classes that focus on preparation for exams and portfolios. Teachers are also available to meet with students during their prep and lunch times. Consultants will offer additional support before/after school: Ritz Carlton, St. John's University, Google, Queens Community College, CBO mentors, Kid Talk and CPT incorporated within daily schedule</p>
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Identified: voluntary, during common planning time meetings and weekly kid talk meeting, advocate recommendation, and/or content area teacher	Individuals and small groups	Our Guidance Counselors work collaboratively with the social worker as well as the individual advisors to provide support to 252 students at our school. Outreach

	recommendation. For many students it is voluntary, but some students are rigorously encouraged. Counseling is scheduled daily.		is done for services that may not be available within the school. Counseling is available before, during, and after the academic school day ends.
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. 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 *TAS 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.
There is a hiring committee in place to review teacher qualifications. Administration attends recruitment fairs, marketing through brochures, and the school has established partnership with schools of education. We offer and receive professional development from the CFN, Consultants, the Administration, and utilization of instructional coaches. Teachers establish instructional goals. There is continual ongoing feedback, self assessment, and reflection

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).
The leadership model of QSHSO is to have collaboration with teachers and the community in the decision making process when possible. The teaching staff at QSHSO is involved in the recruiting of new teachers if there are any vacant positions. <ul style="list-style-type: none"> • The administration and teacher committee recruits at various teachers colleges, fairs, and organizations for candidates who are highly qualified. • The candidates then go through the schools hiring process of having their resume reviewed and a phone conversation, followed by a demo-lesson and group interview conducted by the schools hiring committee. • Most if not all candidates are highly qualified and if they are not then the administration sets aside funding in the budget to help teachers continue in their education to become highly qualified. In addition mentors are assigned to support struggling and un-qualified teachers. In addition, the administrative team provides professional development driven by observation data to strengthen the teachers' practice.

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.).
Title 1 funds are allocated school wide. We offer workshops in mental health and hygiene. Awe provide school supplies when necessary.

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.).

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.
Teachers meet on a daily basis in common planning time to discuss professional development and appropriate assessment measures to improve instruction. Teachers also complete a professional development survey. Teachers also meet with administrators to discuss instructional strengths and challenges.

TA Schools Only

Use of Program Resources

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

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).

**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

QSHSO 28Q338 PIP

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 28	Borough Queens	School Number 338
School Name Queens Satellite High School		

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 Mark Melkonian	Assistant Principal Luz M. Rojas
Coach	Coach
ESL Teacher	Guidance Counselor Toyin Barnes
Teacher/Subject Area Z. Martinez Spanish/SS	Parent Daniel Martinez
Teacher/Subject Area C. Pontikis/Special Ed	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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	0	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)	262	Total number of ELLs	2	ELLs as share of total student population (%)	0.77%
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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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										1				1
Pull-out												1		1
Total	0	0	0	0	0	0	0	0	0	1	0	1	0	2

B. ELL Years of Service and Programs

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

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		1	2
Total	0	0	0	0	0	0	2	0	1	2

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

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

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)										1				1
Advanced (A)												1		1
Total	0	0	0	0	0	0	0	0	0	1	0	1	0	2

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
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									0
7									0
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									0
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	0		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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.

Since our school is a Performance based Assessment school, our students are required to take the ELA Regents only. As a result, we use literacy performance base assessments to identify our student's literacy skills in both reading and writing. As a result, this data is analyzed by our ELA teachers and the findings are shared with the other teachers in order to both support and maintain our student's academic growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
One student is an 11th grader who has reached an Advanced Proficiency level. The 2nd ELL student is a ninth grader who is also a SWD. She has reached an Intermediate Proficiency level.
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 [AMAO tool](#))

In order to support our students academic progress, each student has an individualized graduation plan. We use this tool to program our students to their respective classes. Even though our long-term ELL NYSELAT's score was Advanced, he is scheduled to take the ELA Regents and has been scheduled for English classes and tutoring classes in order to assist him with the reading and writing modality. For our ELL SWD, she is scheduled to have both English and SETTS classes to further support her academic progress. Since our school is a Performance Based Assessment school, all the modalities are incorporated in our daily instruction. Our school's instruction model is Understanding by Design. Our students are required to develop their thesis that connects to the standards and to the content area lessons. Since the students have to defend their research paper before a panel of teachers, our school emphasizes and incorporates all the modalities in our instruction.

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?

School leaders are sharing the results from the NYSESLAT with the teachers. In return, the teachers are also using the data from the assessments that they have given to the students in order to be able to determine what support systems are needed for students in their respective classes. Since the school's PD focus is literacy across the curriculum, teachers are also being provided with ESL strategies and methodology for them to incorporate in their respective classes.

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our staff is provided professional development to provide support for all our students, including our ELLs. Our professional development offers our teachers the opportunity to learn how to incorporate ESL methodology in their lessons for all content areas. Since our students participate in the College, Career and mentoring program, our school is preparing our students to have both academic and skill sets to help them in college, trade school and the 21st century job market.

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs are monitored every semester and evaluated at the end of the school year by determining how many credits were earned and if graduation criteria was met. Since each of our students have an individualized graduation plan and we have two guidance counselors, there are on-going meetings with our students and our schedule has support systems for our students both during the day and after school to help them achieve their academic goals.

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](#).)
The home language identification survey (HLIS) is conducted by the Assistant Principal, who holds a secondary English teaching license and a bilingual extension. Since QSHSO a transfer high school, during the intake process all students' exam history is reviewed to complete the individualized graduation plan for each student during the beginning of the school year and/or within the first 10 days of the new students' enrollment.
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 the intake process at QSHSO for new students, the Assistant Principal meets with both the students and parents and provides them with an overview of the school's program and the three program choices. During the orientation meeting for parents, the Assistant Principal shows them the DVD from the DOE website in their native language. Translation services are also provided. Parents of established students are sent a letter in the beginning of the school year informing them of their child's NYSESLAT results and entitlement of services. In the letter, the parents are provided with the opportunity to meet with the Assistant Principal to discuss both the students' program and/or request of an ELL program change. This process is taken care of within 10 days.
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 [\[see tool kit\]](#).)
If an ELL student did not reach proficiency on the spring NYSESLAT, the Assistant Principal or the guidance counselor sends the continued entitlement letters in August in the parent's home language. Entitlement letters are sent to the parents' home. If a parent requests an ELL program change, then he/she will meet with Assistant Principal to discuss the program selections. The Assistant Principal keeps a copy of said information stored in a file cabinet in her office.
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.
At QSHSO, the home language identification survey (HLIS) is conducted by the Assistant Principal, who holds a secondary English teaching license and a bilingual extension. Since QSHSO a transfer high school, during the intake process all students' exam history is reviewed to complete the individualized graduation plan for each student during the beginning of the school year and/or within the first 10 days of the new students' enrollment. Parents are provided with translation services in order to learn about the available ESL programs: Bilingual, Dual Language and Transitional. The students who did not score a Proficiency level on the NYSESLAT are sent home an entitlement letter to continue ELL services.
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 testing coordinator and Assistant Principal identify the ELL students by using ATS to determine NYSESLAT eligibility. Outreach begins in February in the following manner: First, the students meet with both and are informed that they will be taking the NYSESLAT in May. Secondly, letters are sent to the parents of the students to inform them of the NYSESLAT and when it will take place. Next, advisory teachers are given the names of the students who will be taking the NYSESLAT and the respective dates and times. Lastly, students are given a letter reminding them of their test dates and times. The Assistant Principal creates the schedule for NYSESLAT testing. The test takes place in a separate location and each student is given a designated time to take the test. The Assistant principal administers each section of the test to the students identified to take the NYSESLAT.
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. 
Parents are provided with information about bilingual and dual language programs and are referred to visit the website

ELLProgramTransfers@schools.nyc.gov. If 15 parents or more students with the same home language and are in two contiguous grades, then our school will open a bilingual program. Parents have been selecting our Freestanding ESL program. The parents of the two current ELL students, selected ESL. This has been the trend since the school started three years ago.

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])?

The organizational model is both push-in and pull-out for our ELL students. The program model of our school is heterogeneous. All classes are taught in English. The instructional strategies incorporated daily in the classrooms allot students the opportunity to both practice and develop the four modalities: listening, speaking, reading, and writing. Since we are a PBAT school, our students are expected to present their research paper to a panel of teachers to demonstrate their knowledge of both the content and their comprehension. Their PBAT research paper goes through multiple revisions that take place while the student meets with the teacher during teacher-student conference and peer conferencing. Our students will create a powerPoint presentation using components of their research paper to use during said time in order for the panel to ask them questions or for the students to elaborate on key points. The panel uses a consortium rubric aligned to the CCLS to evaluate the students' presentation.

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)?

ESL instruction takes place during the push-in and pull-out program and during after school. The advanced students receive 180 minutes of instruction and the intermediate student receives 360 minutes of instruction.

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.

All our content area classes are delivered in English and our curriculum is aligned to the CCLS. Since we are preparing our students to be ready for the PBA process, all four modalities are continuously integrated into daily instruction.

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

NA

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ince our school is a Performance based Assessment school, our students are required to take the ELA Regents only. As a result, we use literacy performance base assessments to identify our student's literacy skills in both reading and writing. As a result, this data is analyzed by our ELA teachers and the findings are shared with the other teachers in order to both support and maintain our student's academic growth. The instructional strategies incorporated daily in the classrooms allot students the opportunity to both practice and develop the four modalities: listening, speaking, reading, and writing. Since we are a PBAT school, our students are expected to present their research paper to a panel of teachers to demonstrate their knowledge of both the content and their comprehension.

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).

We continue to support our long-term ELLs in our school by creating their individualized graduation plan to support academic progress. This tool is used to program students and to ensure that they are able to receive the services that they need in all of the four modalities.

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?

Since our school's PD focus has been on literacy across the curriculum, the teachers have been provided with literacy strategies using ESL methodology such as using graphic organizers while reading to take notes or using it as a tool to organize information while doing a multi-step mathematical problem. The teachers also incorporate reading directions, books and text aloud in class in order to help our student with both the academic content and to accelerate the English language development of our student.

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?

Our ELL-SWD students are able to achieve their IEP goals by being provided support in resource room, pull-out and push-in ESL support, and after school tutoring.

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:			

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

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

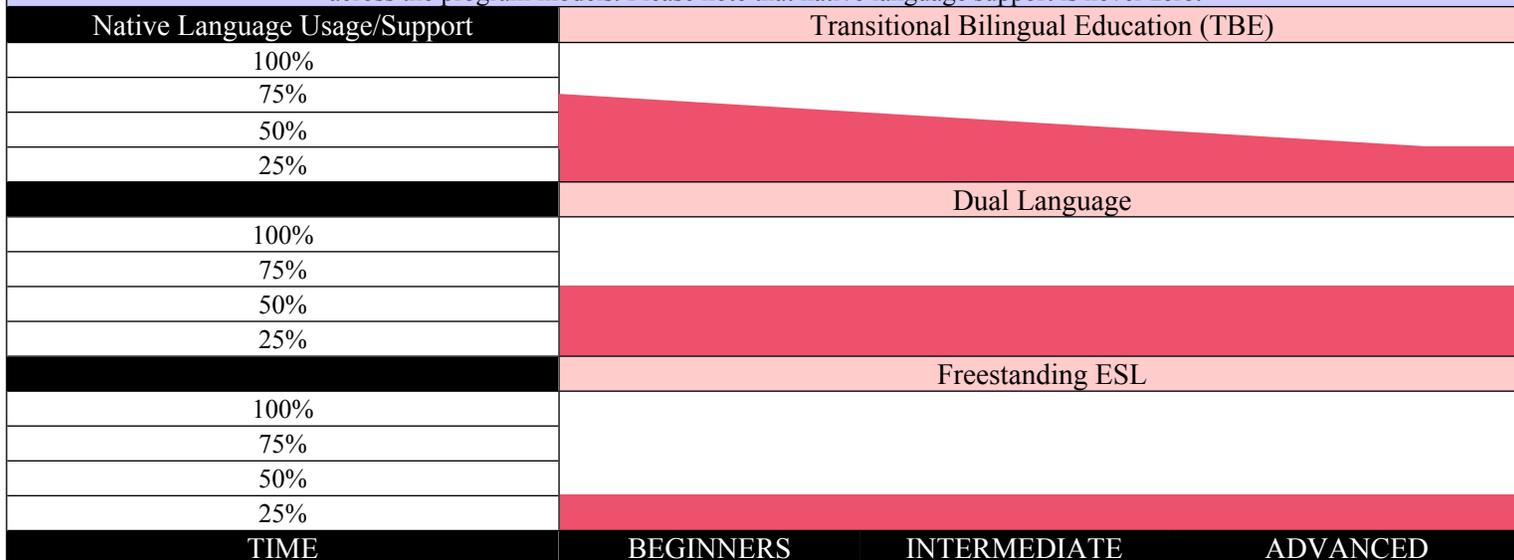
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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.
The targeted intervention programs for ELLs is across all content areas during after school and built in during the day through content area support classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Since we are a PBAT school and our curriculum is aligned to the CCLS, our students are expected to present their research paper to a panel of teachers to demonstrate their knowledge of both the content and their comprehension. Their PBAT research paper goes through multiple revisions that take place while the student meets with the teacher during teacher-student conference and peer conferencing. Our students will create a powerPoint presentation using components of their research paper to use during said time in order for the panel to ask them questions or for the students to elaborate on key points.
11. What new programs or improvements will be considered for the upcoming school year?
12. What programs/services for ELLs will be discontinued and why?
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are afforded equal access to all school programs such as after-school tutoring, support classes for PBATs and content area classes, basketball teams (boy's and girl's), cheerleading squad, college trips, and the college and career mentoring programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ELL students are provided with the same instructional materials as their peers such as textbooks, laptops, overhead projectors, and the local library as an additional resource for their research for their PBAT courses.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language is supported in each program model by having bi-lingual dictionaries via technology such as laptops (google translator) and various textbooks are available for the students to use.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
All new students in QSHSO participate in an orientation program to both welcome them to our school community, meet their classmates and teachers, and to create their individualized graduation plan.
18. What language electives are offered to ELLs?
The only language elective offered in QSHSO is Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

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.

Teachers meet 2xs week for common planning time, either content area specific and/or interdisciplinary. During said time, teachers modify their lesson plans, units, and/or assessments based upon reviewing student work and/or assessments. This data is then used by teachers to differentiate instruction for students and provide additional support to students both in class and after-school. Professional development is provided to our teacher 2xs a month. The QSHSO professional development plan is focused on the following: instructional strategies, planning and modifying lessons/units/assessments, incorporating differentiated instruction, looking at student work, incorporating literacy across the content areas. Our PD calendar began in September and it takes place the 1st and 3rd Thursday of every month.

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?

Parental involvement is encouraged in our school. We hold PTA meetings on an on-going basis and invite all parents to attend either a breakfast meeting or an evening meeting. Based on the feedback we receive from parents, we will design activities and/or workshop for parents. Records are maintained in the main office.

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: Queens Satellite High School

School DBN: 28Q338

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Melkonian	Principal		
Luz M. Rojas	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
Daniel Rodriguez	Parent		
Zuleika Martinez	Teacher/Subject Area		
Christina Pontikis	Teacher/Subject Area		
	Coach		
	Coach		
Toyin Barnes	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28 **School Name: Queens Satellite HS for Opportunity**

Cluster: 1 **Network: 108**

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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