

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: QUEST TO LEARN
DBN (i.e. 01M001): 02M422
Principal: JENNIFR RYGALSKI
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Superintendent: MARISOL BRADBURY
Network Leader: DEREK JONES

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
Jennifer Rygalski	*Principal or Designee	
Rachelle Vallon	*UFT Chapter Leader or Designee	
Heather Church	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Andreina Tactuck Connor Fitzgerald	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Arana Shapiro	CBO Representative, if applicable	
Melissa Bell	Member/ 6th Grade Parent	
Alyssa Richman	Member/ 6th Grade teacher	
Nelsa Boyer Madisson	Member/ 7 th Grade Parent	
Sharon Ostrowsky	Member/ 7 th Grade Teacher	
Odine Bonthrone	Member/ 8 th Grade Parent	
Lauren DeSilva	Member/ 8 th Grade Teacher	
Joel Rose	Member/ 9 th Grade Parent	
Christina Post	Member/ 9 th Grade Teacher	
Alan Greenberg	Member/ 10 th Grade Parent	
Orlando Garcia	Member/ 10 th Grade Teacher	
Pam Chasek	Member/ 11 th Grade Parent	
Harmony Olearts	Member/ 11 th Grade Teacher	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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)
	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.

By the end of the school year, 88% of parents will have attended two or more Student Led Conferences (SLCs).

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 recently made the switch to do entirely Student Led Conferences, and has made efforts to improve the advisory structures in 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.

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

1. We will support at of the advisors with plans and templates to help students prepare for SLCs.
2. Information sessions about the shift to Student Led Conferences will be held at PTA meetings prior to conferences.Reinforcement of Q2L school values (In advisory curriculum, in reinforcements such as Q-dent of the Month, etc.)
3. Surveying parents and students to gather feedback about the new structure, and use that feedback to plan for subsequent SLCs.
4. Advisors will support students as they prepare for conferences to ensure that students feel prepared and parents see the conferences as informative and successful.
5. Bi-weekly, advisors will support studnets' use an academic check-in template to monitor progress and set and track academic goals.
6. At PTA meetings before SLCs, we will hold information sessions for familes to engage them in the process as well as explain our rationale for the shift to SLCs.

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

1. advisors
2. advisees
3. parents
4. Principal and Assistant Principals

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

1. Student and parent surveys
2. Students' academic check in templates

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

1. September 2014-June 2015

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

1. Home Base advisory is built in to student and teacher schedules - 2 hrs a week
2. Advisory training for teachers
3. Student Led Conference support
4. Parent coordinator outreach to increase parent involvement in SLCs
5. PTA meeting to roll-out SLCs and to gather feedback

Strategies to Increase Parental Involvement

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

- Parent coordinator for improved communication to families
- PTA and SLT leadership and involvement in student activities and family events
- Weekly communication to parents and families via the School Relay

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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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.

By the June 2015, 90% of our 10th graders will have 20 or more credits to ensure that they are on track for graduation.

Comprehensive Needs Assessment

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

In our High School Quality Snapshot, we identified that this is a growth area for our Upper School. There is a drop from the number of 9th grade students who are on track to graduate on time to the number of 10th grade students who are on track to graduate on time, and we want to address this gap. .

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. Advisors track students' academic progress and do frequent outreach to families.
2. Weekly professional development focuses on looking at data, developing curriculum and instruction that uses the principles of UDL, and on making our students' thinking visible.
3. During weekly domain and grade team meetings, teachers use looking at student work and kid talk protocols to design curriculum and instruction to meet students' needs.
4. Teacher use formative and summative assessments to provide feedback to students to support their mastery of standards.
5. Teachers run lunch and after school academic supports such as lunch and learn and homework help.
- 6.

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

1. Quest teachers
2. Quest data specialist and guidance team
3. Principal and Assistant Principals
4. Learning Strategiests (special education teachers)
5. Advisors

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

1. Progress reports
2. Sumative and formative assessments

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

1. September 2014 - June 2015

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

1. Teachers and teacher teams
2. Looking at student work protcols
3. Advisory academic progress check ins

Strategies to Increase Parental Involvement

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

- Parent outrach by advisors
- Upper School Weekly Relay Updates to families highlighting academic intervention opportunities
- Parents are invited to class demonstrations, exhibitions, and to accompany class trips
- September Open School evening presents curriculum maps and academic goals

- Student Led Conferences

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	X	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.

55% of our middle school students will meet state standards on the State math test.

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.

Based on our Middle School Quality Spotlight, only 37% of our middle school students met state standards on the NYS math test during the 2013-14 school year.

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. Train math department teachers on grade cam pro so they can perform item analysis of all summative assessments.
2. Provide looking at data protocols from sources such as "Driven by Data"
3. Providing time during math department meetings for teachers to use both Grade Cam as well as looking at data protocols
4. Providing differentiated PD for teachers around how to use their findings from data analysis to drive their next instructional moves and additional support for students.

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

1. Math department lead
2. Math department teachers
3. Principal and Assistant Principals
4. Math Learning Strategists

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

1. Looking at data protocols
2. Students' progress reports and report cards
3. Summative assessment item analyses

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

1. September 2014 – June 2015

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

1. Math department team meetings
2. Classroom observations and debriefs

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).

- Math teacher communication with parents
- Advisor communication with parents

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 #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Writing instruction that focuses on using evidence to support claims; school wide writing rubrics	small group one-to-one tutoring Lunch and Learn sessions Homework Help sessions	Push In/Pull Out during the school day After school
Mathematics	Targeted support and skill building based on student item analysis of baseline assessments as well as unit summative assessments	small group one-to-one tutoring Lunch and Learn sessions Homework Help sessions	Push In/Pull Out during the school day After school
Science	Targeted support and skill building based on student item analysis of baseline assessments as well as summative assessments	small group one-to-one tutoring Lunch and Learn sessions Homework Help sessions	Push In/Pull Out during the school day After school
Social Studies	Targeted support and skill building based on student item analysis of baseline assessment	small group one-to-one tutoring Lunch and Learn sessions Homework Help sessions	Push In/Pull Out during the school day After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling provided by guidance counselor, additional support as needed by school psychologist and social worker as well as social worker from Mt. Sinai	Groups; one-on-one counseling	Ongoing throughout the school day

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

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

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

Title I Status

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.

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

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

Quest to Learn, 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 Student-Led Conferences three times per year, 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 422
School Name Quest to Learn		

B. Language Allocation Policy Team Composition [i](#) 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 Elisa Aragon	Assistant Principal Evan Klein
Coach Devon Fitzgibbons	Coach type here
ESL Teacher Robert Dixon	Guidance Counselor Rachelle Vallon
Teacher/Subject Area Lauren DeSilva/Spanish	Parent Suzanne Pilsbury
Teacher/Subject Area David Patterson/ELA	Parent Coordinator Kathy Ringrose
Related Service Provider Vivian Santos	Other Atonya marshall/Spanish
Network Leader(Only if working with the LAP team) type here	Other Arana Shapiro/Co-Director

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	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)	499	Total number of ELLs	12	ELLs as share of total student population (%)	2.40%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										1	1			2
Pull-out							6	6	6					18
Total	0	0	0	0	0	0	6	6	6	1	1	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	10		2	2		2				12

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	10	0	2	2	0	2	0	0	0	12
Number of ELLs who have an alternate placement paraprofessional: _____										

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	
	ELL	EP	ELL	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	
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							3	1		3				7
Chinese									1	1	1			3
Russian									1					1
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	3	1	3	4	1	0	0	12

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1	1	1				3
Intermediate(I)									1	1				2
Advanced (A)							3		1	2	1			7
Total	0	0	0	0	0	0	3	1	3	4	1	0	0	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B								1	1	1			

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - During the course of the school year, periodic assessments are administered to provide teachers with up-to-date information about what each student knows and can do so that teachers can target instruction to the learning needs of every child. ELL students are given the TCRWP reading level tests. Administrators, ELL teachers, and classroom teachers use these assessments to inform instruction. First,

the data is reviewed and analyzed by administration. Then, areas of concern, patterns/trends, and students that are not testing well are targeted. In addition to periodic TCRWP assessments, our school utilizes the Education Performance Series Literacy tests. Data from the initial benchmark administration of the exam showed that our ELLs are concentrated at the far ends of the curve. In order to ensure that ELLs of all skill levels are provided with equitable opportunities, students are grouped heterogeneously.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Data patterns in the NYSESLAT and LAB-R show that Quest serves a predominantly advanced ELL population. Of the 12 ELLs enrolled at Quest: 7 are advanced; 2 are intermediate; and 3 are beginner. All 3-beginner students are newcomers and scored beginner in all four modalities. This indicates that there is work to be done across all 4 modalities with our newly arrived students. Our intermediate and advanced ELLs consistently perform better in the areas of speaking and listening than reading and writing. Teachers use this information to guide curricular choices and daily lesson planning.
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](#))
 3. Data patterns in the NYSESLAT and LAB-R show that Quest serves a predominantly advanced ELL population. Of the 12 ELLs enrolled at Quest: 7 are advanced; 2 are intermediate; and 3 are beginner. All 3-beginner students are newcomers and scored beginner in all four modalities. This indicates that there is work to be done across all 4 modalities with our newly arrived students. Our intermediate and advanced ELLs consistently perform better in the areas of speaking and listening than reading and writing. Teachers use this information to guide curricular choices and daily lesson planning.
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?
 4. Our school has a freestanding ESL pull-out program with 100 % of instruction employing native language support.
 - a) Since some ELLs are exempted from the ELA exam, discrepancies are inevitable. When taking the New York State Math and Science Exams translated booklets are available for students who need them. Their test scores show that some students have slightly higher scores when native language translations are available.
 - b) ELL's needs are communicated regularly between administration and classroom teachers. First, the data is reviewed and analyzed by administration. Then, areas of concern, patterns/trends, and students that are not testing well are targeted.
 - c) Based on the results of periodic assessments and the NYSESLAT it can be seen that ELLs struggle most with writing. This finding is shared amongst learning strategists and classroom teachers to create targeted interventions. Native Language support is an integral part of our instruction. ELLs are given iPads and a technology tutorial as part of our summer bridge program. The iPads allow students instant access to native language assistance aids like dictionaries.
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](#)).
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
 6. Our school administers interim assessments on a quarterly basis. The assessments are created to assess progress and skill level in both languages. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.
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?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. The success of the ELL program is determined by examining the TCRWP running records. The data is uploaded and the assessments for ELLs are examined regularly to make sure that ELLs demonstrate improvement in English Acquisition and proficiency. ESL teachers are reflective about their curriculum and instructional style on a daily basis. At professional development, teachers share and learn about new best practices for the instruction of different subgroups of ELLs. Where no progress is evident throughout the year, or year to year, ESL teachers, classroom teachers, coaches, and support staff will look at data in regards to individual students to identify their areas of need and where the curriculum or practice can be improved upon.

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](#).)
 1. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by our ESL coordinator. This survey lets school staff know what languages are used in the home. If the HLIS indicates that a student uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R); as per instructions from NYSED Quest is now using the NYSITELL to diagnose language proficiency. Performance on this test determines your child's entitlement to English language development support services; if NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The parent is notified with the Entitlement Notice that the child is identified as an English Language Learner or ELL. The parent is invited, in writing (in their preferred language), to view the ELL Program Parent Orientation Video. After viewing the video, the parent indicates their choice of ELL program. If the program the parent chooses is not available, their original choice of program is kept on file.
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.
 2. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by our ESL coordinator. This survey lets school staff know what languages are used in the home. If the HLIS indicates that a student uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R); as per instructions from NYSED Quest is now using the NYSITELL to diagnose language proficiency. Performance on this test determines your child's entitlement to English language development support services; if NYSITELL results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The parent is notified with the Entitlement Notice that the child is identified as an English Language Learner or ELL. The parent is invited, in writing (in their preferred language), to view the ELL Program Parent Orientation Video. After viewing the video, the parent indicates their choice of ELL program. If the program the parent chooses is not available, their original choice of program is kept on file.
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 [\[see tool kit\]](#).)
 3. The identification process is completed by the student's 10th day of enrollment. Enrollment begins as soon as students appear on our ATS roster. The parent is notified with the Entitlement Notice that the child is identified as an English Language Learner or ELL. The parent is invited, in writing (in their preferred language), to view the ELL Program Parent Orientation Video, which includes information about all 3 ELL programs offered by the NYCDOE. After viewing the video, the parent indicates their choice of ELL program. If the program the parent chooses is not available, their original choice of program is kept on file. In addition, all future correspondence with the parent is identified and entered in (ATS) at the time of enrollment to ensure the parent is fully informed and able to make the best decision for their child. Copies of the letters are maintained in student permanent record file and a copy is forwarded to the ESL coordinator. Entitlement letters are re-sent at the beginning of each school year.
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.
 4. As a result of the NYSESLAT, we provide the mandated minutes for ESL based on the students' level of language proficiency: 360 minutes for beginner/intermediate and 180 minutes for advanced students. Parents are notified of their child's programming in their preferred language.
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.
 5. Our attendance secretary runs an ATS RLER report to determine NYSESLAT eligibility. The ESL coordinator informs the Assistant Principal and Testing Coordinator to order exams. The ESL and Testing coordinators administer the NYSESLAT. The Listening, Reading, and Writing subtests are administered to groups of students. The subtests are administered in the following sequence:

Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Scoring of the Writing subtest does not begin until scoring materials arrive. Answer sheets are submitted to the scanning centers by the date specified by NYSED.

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. ①
6. At 12 students, ELLs are only a 2.5 percent share of the Quest to Learn population. There were 2 program description and interview sessions held this year, and both parents indicated their preference for free standing programs. There is little data to analyze program preference trends.

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])?
 1.
 - a) We use a push-in/pullout program. The ESL teacher pulls the students out of their classes and instructs them in ESL. Where applicable, the ESL teacher also pushes in during classroom instruction.
 - b) Students are grouped heterogeneously.
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)?
 2. In the pull-out ESL instructional program students are grouped heterogeneously. ELLs receive New York State ESL mandated allotments of instruction time based on proficiency levels. Beginning and Intermediate levels, ELLs receive 360 minutes of ESL per week or 2 units. Advanced levels receive 180 minutes of ESL instruction weekly, or 1 unit. Our ESL coordinator ensures that ELLs are pulled out according to their proficiency levels or programmed with ESL teachers.
 - a) Students are explicitly pulled out to receive ESL services.

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.

3. Content area skills and knowledge are reinforced focusing on conventions of grammar and usage. Materials used include manipulatives, realia, ESL video programs, SRA ELL Photo Library, Dolch List-Grade level appropriate sight words, ELL handbook from Reading Street; Read Write, Edit and Listen, and the Common Core Clinics. In addition, instruction includes graphic organizers, TPR (Total Physical Response), and teacher modeling. Scaffolding techniques and differentiation are also used to facilitate learning. In the push-in program model, the ESL is a co-teacher. Content knowledge is planned and covered with a mainstream classroom teacher.

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

4. Our school administers interim assessments on a quarterly basis. The assessments are created to assess progress and skill level in both languages and all four modalities. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.

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

5. Our school administers interim assessments on a quarterly basis. The assessments are created to assess progress and skill level in both languages and all four modalities. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.

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).

6.

a) Learning Strategists, special educators, provide small group sessions to teach basic skills in math, reading. Cooperative learning and peer teaching facilitate comprehension and language development. Extended time ESL classes could be offered to learn vocabulary, basic phonic skills, and writing. An ESL newcomer program to address basic literacy skills is available. The student sets his/her own pace. The ESL teacher uses various strategies, such as TPR (Total Physical Response), role-play, language experience charts, music, art, pictures, and real objects to facilitate understanding.

b) Cooperative learning and peer teaching support ELLs in school less than three years. An ESL Newcomer program is available during the school day to learn vocabulary, basic phonic skills, and emergent reading and writing.

c) When a student is classified as promotion in doubt (PID), administration and teachers convene to create supports for the student in question. Students may benefit from extra curricular activities, a behavior modification program (PBIS), after school tutoring, or alternative assessments.

d) See answer C above.

e) Cooperative learning and peer teaching support former ELLs.

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?

7. The ESL and Learning strategist's classroom language is modified to be more accessible to all ELLs and students with IEPs. Both teachers rely on visuals, pictures, graphs, and organizers to support scaffolding. Pictures also provide discussion topics, facilitate role-play, and help make abstract ideas concrete. In pre-teaching activities, teachers model how to use texts and activate or provide prior knowledge. Teachers also use story-maps to identify literary elements, such as plot, setting, characters, etc. ELLs and students with IEPs are programmed in an inclusive environment where there is no distinction between them and mainstream students.

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?

8. The ESL and Learning strategist's classroom language is modified to be more accessible to all ELLs and students with IEPs. Both teachers rely on visuals, pictures, graphs, and organizers to support scaffolding. Pictures also provide discussion topics, facilitate role-play, and help make abstract ideas concrete. In pre-teaching activities, teachers model how to use texts and activate or provide prior knowledge. Teachers also use story-maps to identify literary elements, such as plot, setting, characters, etc. ELLs and students with IEPs are programmed in an inclusive environment where there is no distinction between them and mainstream students.

Courses Taught in Languages Other than English 

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

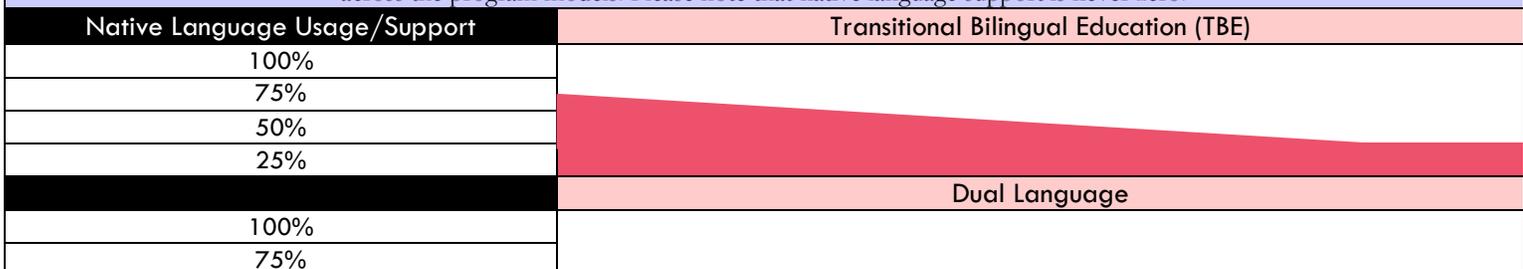
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. There are various intervention programs at this school that provide additional support in ESL, math and other content areas for ELLs. We offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers, which is intended to target areas of weakness. Students also have opportunities before and after school to engage in math intervention with our learning strategist. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Systems thinking (our instructional program) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with teachers on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. We also have learning strategists who push into many classes in order to provide additional conference time for our special education students and other students who need it most.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Data patterns in the NYSESLAT show that ELLs at Quest are predominantly advanced. Of the 12 ELLs enrolled at Quest: 7 are advanced; 2 are intermediate; and 3 are beginner. Our reduced class size, and targeted interventions created by our learning strategists have effectively helped students gain English proficiency. We only have 2 ELLs that have received services for more than 4 years, and both of those students are new to Quest.
11. What new programs or improvements will be considered for the upcoming school year?
11. Every year at Quest to Learn, ESL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. It has been found that parents prefer the current freestanding ESL program in place. In addition, we would like to offer an afterschool program for parents hoping to learn English and gain English Language proficiency in the modalities of listening, speaking, reading and writing. Again, this will be considered as budgetary opportunities arise.
12. What programs/services for ELLs will be discontinued and why?
12. No previously set in place program aimed at servicing ELLs will be discontinued for the current school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose after school and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to students include art, dance, swimming, parkour, fencing, and gaming.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. ELLs have access to software designed for language and vocabulary development. The building library has audio versions of several books. In addition to software, there are laptops and iPads exclusively for ELL students. ELL students also learn how to use Google applications, word processing programs, and the Internet in regularly scheduled classes. Materials afforded specifically to ELL's are visual aids, graphic organizers, ELL textbooks, consumable workbooks, and content area vocabulary cards, Language learning games, puzzles, translation dictionaries and manipulatives.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native Language Support is delivered in several ways including: teacher translation; student to student translation; literacy tools such as books, picture dictionaries, and translation dictionaries are available for student use to enrich content and make it comprehensible. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. All required services and resources correspond to ELLs' grade levels. Resources and instruction are then differentiated or modified to match the students' needs and level of background knowledge to meet grade level expectations.
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.
17. When newly enrolled ELLs are identified prior to the beginning of the school year, they are given an opportunity to meet classroom teachers beforehand. Also, ELLs and their parents have an opportunity to speak with administrative staff, ESL staff, and the parent coordinator about the school, program offerings, curriculum, and grade level expectations. Newly enrolled newcomer ELLs are paired up with one or two "buddy" students with the same native language who can help them through translation and social development and transitions.

18. What language electives are offered to ELLs?

18. As a new school, we are continuing to develop language electives. We currently offer Spanish, and plan on adding additional electives depending on budget and staff availability.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

1. ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective instruction of ELLs. ESL teachers are routinely encouraged to attend trainings by the administration and are given the opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.

2. ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective inclusion of Common Core standards into instruction of ELLs. ESL teachers are routinely encouraged to attend trainings by the administration and are given the opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.

3. The school's guidance counselor provides support for ELLs transitioning from elementary school. She routinely discusses our programs and all available options with all transitioning students, including ELLs and those with special needs. Students are also invited to Open Houses.

4. To implement the 7.5 hours of ELL training for teachers, our staff attends a variety of workshops that discuss best practices for instruction of ELLs via ARIS. Additionally, classroom teachers attend workshops that increase student engagement in the classroom; review best practices for vocabulary-building, enhanced reading comprehension, and build students' stamina for writing. All records relating to professional development are kept in teacher files in the main office.

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?
 1. Parent involvement at Quest to Learn includes, but is not limited to participation in monthly PTA meetings. Parents are notified of meetings via our relay, newsletter, which is published in both English and parent's preferred language. Parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school. Contact and communication with parents is also established through our parent coordinator who reaches out and talks extensively with parents of ELLs. All parents are invited to school at the beginning of the year for an open school night. Teachers meet with parents in classrooms to explain the grade expectations, the curriculum in each subject area, the grading system, school policies regarding class work, supplies, homework, and discipline.
 2. Communication is attempted with 100% of parents at our parent/teacher conference days. Parents who are unable to attend this date are asked to set up an additional meeting time with their child's teacher to specifically discuss the child's progress. Parents are also encouraged to attend seasonal assembly programs, showcases, and activities at the school. In addition, all parents, including parents of ELLs are encouraged to participate in individual classroom events such as celebrations and field trips. Parents, through our parent coordinator, can regularly obtain specific information regarding outside agencies and Community Based Organizations.
 3. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff.
 4. Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. Information regarding Community Based Organizations can be obtained through our parent coordinator.

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: Quest to Learn**School DBN: 02M422****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elisa Aragon	Principal		1/1/01
Evan Klein	Assistant Principal		1/1/01
Kathy Ringrose	Parent Coordinator		1/1/01
Robert Dixon	ESL Teacher		1/1/01
Suzanne Pilsbury	Parent		1/1/01
Lauren DeSilva/Spanish	Teacher/Subject Area		1/1/01
Atonya Marshall/Spanish	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Rachelle Vallon	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Arana Shapiro	Other <u>Co-Director</u>		1/1/01
Devin Fitzgibbons	Other <u>Learning Strategist</u>		1/1/01
Vivian Santos	Other <u>Guidance Counselor</u>		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M422 School Name: Quest to Learn

Cluster: 561 Network: New Visions

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.

During registration home language surveys are distributed to parents/ guardians to determine the parent's preferred language. In addition, verbal inquiries are made during Open House to determine parents' language preferences.

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.

Based on the information provided by Home Language Surveys and verbal inquiries only 15% of our parents actually require translated materials and translators in their dominate language. Roughly 60% of our students speak a language other than English at home, and a majority of those students speak Spanish. In order to accommodate all parents, Quest to Learn sends all communication home in English, Spanish and other languages when required. In order to address the needs of our parents, qualified interpreters are available throughout the school year for extra curricular activities and parent/teacher conferences and meetings.

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.

The school provides written communication in both English and Spanish which is translated by qualified school staff members and backpacked home. Our Co-Director maintains a parent information board of school and community events that are translated as needed by qualified staff members. All DOE correspondence that is addressed to parents is downloaded with the school's letterhead attached and sent home to parents in the languages made available by the Department of Education.

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

The school provides parents with interpreters in their native language and translators as needed. Services are provided by school staff members who are fluent in both English and Spanish. Additionally, our Parent Coordinator arranges DOE translators for languages other than Spanish and for the hearing impaired.

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

The school provides non-English speaking parents a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. The school's Parent Handbook contains procedures to ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices.