

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 25Q252  
**School Name:** QUEENS SCHOOL OF INQUIRY  
**Principal:** MEREDITH INBAL

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 25Q252  
School Type: Early College Initiative Grades Served: 6-12  
School Address: 158-40 76th Road  
Phone Number: 718-380-6929 Fax: 718-380-6809  
School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Principal: Meredith Inbal  
UFT Chapter Leader: Elizabeth McGuire  
Parents' Association President: Joanna Carlo  
SLT Chairperson: Meredith Inbal  
Student Representative(s): Robert Hintze and Caitlin Cervello

**District Information**

District: 25 Superintendent: Juan Mendez  
Superintendent's Office Address: \_\_\_\_\_  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: CUNY Network Leader: Alan Dichter

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Meredith Inbal	*Principal or Designee	
Malgorzata Baldyga	*UFT Chapter Leader or Designee	
Joanna Carlo	*PA/PTA President or Designated Co-President	
Senaida Cuadrado	DC 37 Representative, if applicable	
Robert Hintze Caitlin Cervello	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Coia	Member/ Parent	
Ned Hochstein	Member/ Parent	
Charles Cervello	Member/ Parent	
Jessica Santana	Member/ Parent	
Kelly Sabbagh	Member/ Teacher	
Yvonne Frazier	Member/ Teacher	
Hema Bhramdat	Member/ Teacher	
Danielle Howell	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Queens School of Inquiry is run like a private school for public tuition! It is a student-centered environment where every child is known well by at least one adult. The school is dean-free and staffed by school counselors who attend to the students' social-emotional needs and help maintain a high level of respect between and among staff and students.

Our school's mission is to provide all students with the opportunity to go to and succeed in college early. All budgetary and capacity building decisions are made with the school's mission in mind. We must provide students with a rigorous advanced curriculum at every grade level to insure their preparedness to take college classes early. We believe the focus on standards based grading and assessment will ultimately lead to a full realization of our mission. Students must be fully engaged in the process and take ownership of their work in order to progress toward mastery; in real terms, **students must know what they don't know (a product of Standards/Mastery Based Assessment), ask for help where they need it, seek out additional practice and support, and initiate an attempt for reassessment when appropriate. Such an active role in their learning leads to college ready behaviors.**

We take pride in our progressive nature. In order to meet our goal and help students develop independence and self-advocacy so they are well prepared to be successful in college, we need to be ahead of the curve. This translates to an open environment that takes ownership of pedagogical and structural changes early. We began writing and implementing Common Core Learning Standards' (CCLS) aligned curriculum more than four years ago. We used Danielson language in evaluations in advance of the DOE's implementation. We adopted standards based grading and assessment to support all of our efforts and provide students with targeted feedback.

All aspects of the school environment were deliberately designed to create a college ready culture. Students sit in the hallways in between their college campus classes and HS classes and lunch. The main office is an open space where students are encouraged to spend time meeting with teachers, studying and talking. The Guidance Suite is an open space where students have access to the School Counselors and college preparation materials. And by their Junior year, students who have earned the privilege, travel back and forth between the high school and CUNY Queens College where they take classes among the matriculating college students. Seniors who qualify are registered for waiver classes; courses chosen by interest where they may be the only high school student in attendance.

Curricular, pedagogical and assessment practices are aligned with our school's philosophy that students learn best in an inclusive environment where inquiry, collaboration and writing and reading to think and learn are celebrated. Academic rigor is determined by how deeply the students internalize content, apply what they learn and transfer their learning across curriculum to unique, real life experiences.

The faculty have studied, piloted and practiced backward design together for more than nine years. In the last four years, we have shifted to a standards based assessment approach steeped in the CCLS, NYS content standards and the Next Generation Science Standards. The Danielson Framework for Teaching is used in the manner it was intended – to inform best practice and act as a guide for reflection and feedback that leads to strengthening student-centered learning experiences.

The following practices align with our school's mission in that all students can and will go to college early and successfully complete their path toward higher education. These practices are observable and align with highly effective practice as outlined in the Danielson Framework for Teaching.

- All classes' boards are set-up with an *Inquiry Question*, *Starter Question/Activity*, and *Agenda*. This supports all learners in a classroom by providing a **predictable and structured setting**.
- Classroom activities are **student-centered and differentiated**. Classrooms are designed to let students face and speak to one another. Teachers provide students with choice and multiple entries to a given topic through discussion, a variety of texts, writing, learning menus and artistic representations.
- Teachers at all grade levels and across content areas use **Accountable Talk, High Level Questioning aligned with Depth of Knowledge framework and Bloom's Taxonomy** as a means to assess and enhance student understanding.
- Teachers and students use **technology**. As part of our **transition to Standards Based Assessment and Grading**, in most classrooms, the teacher uses his/her iPad open to Haiku Learning to assess students in real time. Students and teachers use GoogleDocs, EdModo, CastleLearning and Apex online courses as a means to interact with technology and one another and to self assess.
- **Classroom curriculum is coherent**. It is **fully aligned to the CCLS** and prepared using the pedagogical approach of **backward design curriculum writing**. Keeping the school's mission of providing all students with the opportunity to succeed in college early, teachers plan backward from CUNY Queens College pre-requisites for core college coursework.
- Students **write** during every class across the content areas. **Writing to Think and Learn** is supported at all levels. **Written work reflects college ready academic behaviors** including students' ability to cite text-based evidence when supporting an argument, compare multiple texts and read for understanding.

We begin in the sixth grade already with a focus on inviting students into a self-directed college going culture. Programs in place to support middle school students' trajectory toward college are:

- **College Immersion** is a full immersion program for middle school students to gain an understanding of college coursework and college ready behaviors. Our Legacy students pointed to College Immersion as being of great influence in their decision to stay at QSI for high school and in becoming college ready.
- **Career Day** is an established event that helps students identify potential careers and learn from professionals. Students meet with professionals in a multi-tiered process that allows for getting to know professionals through a large lecture, small intimate groupings and one-on-one during a special lunch. Student evaluations reveal that students make connections between going to college and career readiness as a result of their participation in Career Day.
- **Clubs and extracurricular activities** are provided to middle school students during their lunch period. A teacher led SBO gave staff the opportunity to use their professional assignments 2-3 times per week to lead interest based clubs as a means of further developing the school culture and teaching students early on of the importance of building a well-rounded college resume.

In July 2013 and 2014 rising Seniors traveled to Paris, France and Barcelona, Spain, respectively, as part of a CUNY Queens College/Queens School of Inquiry collaborative study abroad program. Our high school students were enrolled in credit bearing college history courses. The students went to class every morning for three hours at a local university, and they spent their afternoons on excursions connected to what they were learning in class.

We celebrate our students successfully earning college credit while in high school. Many of our alumni graduate Queens School of Inquiry and enter college as sophomores. One hundred percent of our graduates in 2012, 2013 and 2014 earned at least three college credits. All graduates received acceptance to at least one college/university of their choice. The study abroad program, our newest collaboration with CUNY Queens College, is one more exciting way we prepare our students for a successful college experience.



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The feedback we received from the 2013-14 Quality Review follows:

Strengthen assessment practices to incorporate feedback loops that enable all teachers and students to accurately determine levels of progress toward goals, resulting in instructional adjustments to improve achievement by all students. (QR Rubric 2.2)

The reviewer wrote - The school transitioned this year to a standards-integrated grading system captured in Haiku Learning, a digital platform that manages assignments, monitors progress across unit assessments and homework in real-time and captures individualized data on assigned tasks in web-based programs such as Castle Learning. The platform informs all stakeholders of students’ progress towards mastery of literacy standards in all subjects and grades. In collaboration with CUNY the school created and administers the CUNY Assessment Test in Writing (CAT-W), an assessment in argumentative writing, in September and January in all grades. However, this assessment does not benchmark proficiency in reading, especially for some middle school students who are struggling with coursework. Therefore, teachers do not have granular feedback about students’ skill deficits in order to revise teaching strategies accordingly, especially for students reading below their grade level. Further, teachers create various versions of rubrics to match tasks but in some instances, the rubric used to assess a given task is not applicable to that task. For example, the rubric used to assess argument writing by some students was actually a rubric designed to assess proficiency in informational or explanatory writing. Thus some students interviewed about their work could not consistently identify the type of writing they had engaged in and were confused by the feedback on the rubric, resulting in limited understanding of what they do well and how they can improve. Moreover, some teachers provide detailed feedback about writing skills and content, while others provide feedback that fails to address writing deficits displayed in the students’ work. As a result, assessment practices do not consistently yield accurate feedback about students’ performance, nor do they typically lead to effective data driven adjustments to curricula and instruction, so students miss additional opportunities to achieve at high levels across subjects.

The school’s Quality Guide for 2014 revealed that respondents (students, parents and teachers) to the NYC School Survey overwhelmingly believe the curriculum is interesting and challenging, and the school communicates clearly its high expectations for students and staff. They also agreed teaching and learning is effective.

- 93% of former 8th grade students earned enough credits in 9th grade to be on track for graduation.
- 99% of students graduated having successfully completed college preparatory courses and assessments. (This statistic is 53 percentage points above the City average and 48 percentage points above the Borough average.)
- 71% of students graduated college ready, as determined by Regents Exam and SAT scores. (This statistic is 39 percentage points above the City average and 34 percentage points above the Borough average.)

We believe a focus on achievement in Middle School on the NYS ELA and Math exams (QSI students' average

scores were 2.8 and 2.9, respectively, in 2013-14) will lead to higher achievement in high school and an elevation in the percent of students who graduate college ready. This will be achieved through greater alignment between assessments, rubrics and focused instruction.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will implement Standards Based Assessment and Grading processes that align to the Common Core Learning Standards. This will be achieved through alignment of assignment and class based/department aligned rubrics across grades to the school's grading and assessment system. Pedagogues will be able to accurately determine baselines using uniform assessments in reading and writing and measure progress toward specific goals when full alignment is achieved. This will result in all teachers' ability to make structural adjustments to curriculum and improve academic achievement as demonstrated by students' report card grades from 1st to 4th marking periods.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Tiered professional development for pedagogical staff:                      - Teachers will read and workshop a shared text, Ainsworth &amp; Viegut’s <u>Common Formative Assessments</u>. (Fall)                      - Teachers will use research-based protocols to review rubrics and align assessments. (Winter)                      - Teachers will evaluate department based standards used in summative assessments against rubrics and CCLS benchmarks to revise published material on the school's grading and assessment platform. (Spring)</p>	<p>Classroom Teachers</p>	<p>September through June - breakdown indicated in Activities/Strategies block.</p>	<p>Administrators, PD Team and Department Chairs</p>
<p>School will administer Scholastic Reading Inventory (SRI) to all students at least three times during the school year.                      - Students who score more than three (3) grade levels below their current grade may take the reading inventory at more frequent intervals.                      - Reading intervention course has been added for 2014-15. SRI is one of multiple sources from which student data is pulled and inclusion in course is determined.                      - The first year implementation of SRI will be used to norm and achieve baseline data. The SRI will continue into 2015-16 and used to evaluate student progress.</p>	<p>All students</p>	<p>Sept/Oct administration to establish baseline                      February administration to further determine baseline for this computer adaptive test                      May/June administration to determine growth</p>	<p>Implementation-Literacy Coach and Technology Team                       Implications for instruction - pedagogical staff</p>

		in 2014-15 and establish baseline for 2015-16.	
School will conduct an internal audit to determine alignment across grades and content area. All summative assessments will be evaluated using standardized and normed rubrics that ultimately align to language and standards used in the online grading and reporting system. - Teachers will translate the work completed during professional development to classroom and assessment practice. (Winter/Spring) - Students will be given opportunities to self-assess and offer peer review using newly implemented rubrics. (Spring) - Parent workshops facilitated by school staff will be held to teach parents how to use the online grading system. (Spring)	Students and Parents	January through June - breakdown indicated in Activities/Strategies block.	Administrators and Department Chairs

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The online grading and reporting system requires an annual contract and maintenance.  
Administration will work to develop leadership capacity in Department Chairs and key pedagogical staff to facilitate implementation of goals.  
Network based instructional leadership will facilitate department based work.  
Copies of texts are required for shared reading and differentiated assignments.  
Teachers will use Monday professional development and weekly common planning periods to work through each activity/strategy.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Administrators will participate in, and as needed, facilitate department meetings during Monday PD and weekly common planning sessions to monitor progress through observation.

In January, teachers will respond to a survey and write a guided reflection. When reviewed, the information will reveal levels of understanding and feelings toward Standards Based Assessment and Grading.

Benchmark work as defined by CCLS will be used to norm and revise rubrics and "I can" statements used in assessment checklists.

At the end of the year, our Data Specialist will conduct a review of student report card grades to determine percentage of growth.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The Quality Review, Survey and Quality Report all indicate this is the school's greatest strength.

The Quality Review report indicated that, "Parents emphatically state that their reason for choosing this high school is the school’s college-going mindset and opportunities for students to accumulate several college credits. The parent coordinator is highly valued by parents as the link between home and school. They claim that her knowledge of every student and her 'finger on the pulse of what kids need' afford them full support when resolving concerns. Workshops and meetings presented by the parent coordinator or literacy coach keep parents informed of the expectations of the standards-based curricula and the school’s transition to a standards-based grading system. One parent noted that her child is 'doing complex work in the classrooms.' Moreover, parents feel that they are treated as true partners...They are well informed about requirements for credit accumulation, including college credits and course choices that are very often individualized for students, to increase their chances for success. Guidance counselors take a hands-on approach to support parent/student decision-making."

Furthermore, the review noted, "Teacher teams and school leaders share a unified set of high expectations that is driven by the school’s mission...To this end, all students are expected to develop independence and self-advocacy so that they are well prepared to be successful in college.

Overwhelmingly, parents, students and teachers indicate that there is a positive school culture and high expectations are communicated to students and staff.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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This is QSI's tenth year. We are celebrating turning ten by celebrating and building on the positive school culture. Our goal is to hold at least one event per month that connects to and celebrates the school and its community.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			

During the school's opening week, teachers took responsibility for different events during the school year and a calendar of events was proposed.	School Community	One event per month	All school staff and parents

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Many events will occur in the auditorium or gymnasium - space and sound equipment are at a premium.  
 Funds will need to be raised to support events.  
 Each event requires commitment from staff, students and parents.  
 An events website is being created to advertise and report on events.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

An event will have occurred each month.  
 Sign-in/Attendance sheets are kept for each event.  
 Reporting of events and promotion of events will be done via a new website. Webmaster will monitor hits on site and event sign-ups via the webpage.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 2013-14 Quality Review identify teacher collaboration as an area for development. The specific language follows:

Strengthen professional collaborations to ensure that teams engage in inquiry-based action research, in order to continue to improve student progress and teacher practice across grades and subject areas. (QR Rubric 4.2)

Individual teams do not consistently engage in action research as a process of inquiry to assist and inform pedagogical moves that are data-driven. For example, teachers shared noticings regarding a student’s work behavior and task completion in their classroom. They concluded that he is always in a rush and is better at math and science, than social studies and English. However, no data was offered to analyze skill deficits, such as in comprehension, to leverage explicit, informed action via instructional strategies to improve this student’s academic performance. This hampers the cyclical process of continuous refinement of teacher practice and limits the progress of students who are not reading at grade level, especially in the middle school.

In response to the School Survey 2013-14, 18% of teachers reported not working together on a team to improve instructional practice. Additionally, 27% of teachers reported professional development was not sustained nor coherently focused.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, professional collaborations will be strengthened to ensure that teams of teachers engage in inquiry based action research. All teachers will be members of at least one team. Each team will use protocols for analyzing student work. The analysis of student work will constitute baseline data from which inquiry teams will measure their impact on student performance and/or school culture.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			

Teachers will identify an area of need in the school and/or for them as professionals. Teachers who have identified common topics will join together in inquiry teams. Inquiry teams will follow the inquiry process to develop a study. - Teams that have emerged include, but are not limited to, "Flipped" Learning, Technology Integration and The Impact of Advisory on Student Outcomes.	Teachers and Students	October through June (possibly into 2015-16)	Teams of teachers

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teams have been asked to conduct a literature review so that books and articles can be ordered to support their research and learning. Some groups are using <u>Teachers Doing Research</u> by R. Murray Thomas to guide their process. Coverage will be needed as teachers perform classroom based research and require time to conduct intervisitations and observations.

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
Inquiry teams will submit progress reports at each stage of their work. At this point in the school year (December 2014), teachers have identified a problem by conducting a needs assessment and are in the process of completing a literature review.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Teams have been identified, some of which include: Flipped Learning, Technology, Intervisitation, Rubric Design and School Leadership. Reallocation of Monday PD time has been completed to allow for more concentrated time for teacher inquiry teams.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

According to the School Survey (2013-14), 18% of teachers do not believe the principal participates in instructional planning with teachers. Twenty four percent of teachers stated the school leaders do not provide time for collaboration among teachers, and 21% of teachers said the feedback about their teaching is inconsistent and not helpful.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will demonstrate increased performance as evidenced by moving 1-5 points forward in Domain 3 of the Danielson Framework from their HEDI score in 2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The school's master program is designed to allow for co-teacher teams to plan together at least one time per week.	Teacher Collaboration to ultimately impact student performance.	All year	APO
Time each week during the Monday PD will be devoted to Department meeting time to maximize teacher collaboration. Time together will focus on assessment (see Goal A) which will ultimately lead to differentiation by product and higher order questioning techniques.	Teachers	All year	Administrators and Department Chairs
Opportunities for interest and performance based PDs will be offered to teachers on a quarterly basis.	Teachers	Quarterly	Attendees

- To date, teacher teams have attended professional development and workshops around Understanding by Design with Grant Wiggins, the Flipped Classroom, Autism Spectrum Disorders through NYU and Literacy through The Academy for Teachers			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds to pay for registration and travel fees to professional development and workshops. Coverage or substitute teachers are often needed when teachers leave the building to attend these events. Teachers are responsible for maintaining minutes and attendance for all meetings.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Administrators will conduct a mid-year needs assessment through survey monkey to determine if teachers are feeling supported in their collaborative work.

After the completion of the second observation cycle, administrators will determine which teachers are not yet demonstrating growth in Domain 3 and develop individualized plans for improvement with each teacher.

**Part 6b.** Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

Attendance at Parent Teacher Association meetings has dwindled dramatically. The most recent meeting included one parent in addition to the Executive Board.

According to the School Survey (2013-14) and The Quality Report, parents have an overwhelming positive view of the school. Ninety four percent of parents report feeling welcomed when they come to the building and 96% percent of parents feel that they and their children are respected. However, 51% of families responded they were invited or attended a school event only two or fewer times last year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school is committed to increasing parent participation in school wide activities/functions by at least 10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parent Teacher Association meetings will be re-imagined to support family needs. The PTA will conduct a survey of parents to determine topics and events that will draw them to meetings.	Parents	January	PTA Executive Board and Parent Coordinator
As part of the school wide celebration of turning ten, families will be invited to a variety of events on and off campus to encourage participation in the school community. - To date, families have been invited to Back-to-School Night, targeted parent meetings to support students with a variety of needs, QSI Paint Night, a Pep Rally, a talent show and sporting events.	Parents	All Year	Administrators, COSA and Parent Coordinator

Tuesday afternoons are devoted to parent outreach and meetings. Within the first month of school, teachers attempted to call every family in the school to report at least one positive school day interaction had with their child. A second cycle of similar phone calls will be made mid year. Additionally, teachers post weekly updates to their online reporting page.	Parents	All Year	Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent outreach tools like an email/phone messaging system and staff and parent commitment to programming events. A COSA position was opened this year to help support the increased number of events.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Attendance sheets are kept at all meetings.  
 Teachers will be engaged as presenters and workshop leaders.  
 A survey will be administered in March to help plan for next year and ensure that meetings meet parent needs.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Did not earn credit for course in previous year.                      Was listed as Promotion in Doubt in the subject.                      Where applicable, did not pass regents exam.                      Received a Level 2 or below on state wide assessment.                      Has been identified as performing below standards by teachers.</p>	<p>Targeted reading and writing instruction.                      Pre-viewing texts.                      Notes supplied online.                      Flipped classrooms provide video tutorials.</p>	<p>Small group and tutoring</p>	<p>During school day - Reading Intervention class                       After school - tutoring</p>
<b>Mathematics</b>	<p>Did not earn credit for course in previous year.                      Was listed as Promotion in Doubt in the subject.                      Where applicable, did not pass regents exam.                      Received a Level 2 or below on state wide assessment.                      Has been identified as performing below standards by teachers.</p>	<p>Standards based work and reassessments.                      Notes supplied online.                      Flipped classrooms provide video tutorials.</p>	<p>Small group and tutoring</p>	<p>During school day - math intervention class                       After school - tutoring</p>
<b>Science</b>	<p>Did not earn credit for course in previous year.                      Was listed as Promotion in Doubt in the subject.                      Where applicable, did not pass regents</p>	<p>Standards based work and reassessments.                      Notes supplied online.                      Flipped classrooms provide video tutorials.</p>	<p>Small group and tutoring</p>	<p>After school - tutoring                       Lunch clubs</p>

	exam. Has been identified as performing below standards by teachers.			
<b>Social Studies</b>	Did not earn credit for course in previous year. Was listed as Promotion in Doubt in the subject. Where applicable, did not pass regents exam. Has been identified as performing below standards by teachers.	Targeted reading and writing instruction. Pre-viewing texts. Standards based work and reassessments. Notes supplied online. Flipped classrooms provide video tutorials.	Small group and tutoring	After school - tutoring  Lunch clubs
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommended by staff to PPT.	Counseling groups. Sports teams and activities with counselor. Advisory lessons given by counselor	group	Lunch groups  Before school

## Section 7: Title I Program Information

### Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. 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).

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### Part 4: SWP Schools Only

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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 1<sup>st</sup> 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 <b>25</b>	Borough <b>Queens</b>	School Number <b>252</b>
School Name <b>Queens School of Inquiry</b>		

### 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 <b>Mrs. Inbal</b>	Assistant Principal <b>Mr. Glatz</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Yvonne Frazier</b>	Guidance Counselor <b>Joanna Medrano</b>
Teacher/Subject Area <b>ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rose Moyano</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Cass Conrad</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>580</b>	Total number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>2.24%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE							2	5	0	2	2		1	12
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	5	0	2	2	0	1	12

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	2			9			1			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		
<b>Total</b>	2	0	0	9	0	0	1	0	0	12
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								2						2
Chinese							1							1
Russian										1				1
Bengali								1						1
Urdu										1			1	2
Arabic							1							1
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1	1			1		3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>12</b>

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**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	1			1		
	P							1	3		3			1
READING/ WRITING	B								1					
	I										1	1		
	A							2	4		2			1
	P													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		4				7
8									0

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	2		1	
Integrated Algebra	3		3	
Geometry	2		1	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry	1		0	
Earth Science				
Living Environment	4		2	
Physics				
Global History and	1		1	
Geography				
US History and	2		1	
Foreign Language	1		0	
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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessments used in our school for ELLs are: The ARIS, LAB-R, CAT-W, writing samples in their native language. The data helps in student placement, in making instructional plans and evaluative decisions. I use practice NYSESLAT exams in addition to teacher made materials as baseline assessments for incoming students. The results of these practice exams helps to inform what differentiation needs

to occur in all core courses and what scaffolds are needed to be implemented. In addition, we use the DOE website educator resources supporting ELLs literacy development resources.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The student who took the LAB-R this year scored Beginner and by law must receive language support. The patterns affect the type of instructional program the student must be placed. According to the NYSESLAT, are ELLs generally doing better in reading and writing. The implication is that we will focus more closely on listening and speaking modalities, while providing continued support in all modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The ELL teacher can access the LAB-R and NYSESLAT scores through ATS to analyze test results, and follow annual progress. This information affects student grouping, curriculum planning, student interventions, and professional development, as well.  
We use the RMNR due to our small population of ELLs. AMAO is a tool used to measure students' progress in English, proficiency levels, and ELA and Math scores. The information is used to plan and target instruction for ELL subgroups.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

c. The Periodic Assessments gives an indication on how the ELLs are doing compared to the native students. The assessments show that ELLs do better in content areas where language is less demanding. Students can test in their native language, answer questions, and a translator can be provided, if needed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
We are a 6-12 grade school.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction is designed to meet the students' language acquisition. The ESL teacher ensures that a language objective is incorporated in every lesson; extended time is given to complete assignments, plenty of guided practice, visuals, kinesthetic activities and scaffolding, as well as cultural sensitivity. Students may also be assessed prior to instruction on a particular topic or skill, so the lesson can be modified to meet the individual student language proficiency. In addition, NYSESLAT and LAB-R scores are considered before planning instruction.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The ESL teacher meets with administrators, content teachers, counselors, to assess whether the ELLs are striving or struggling against their peers in the mainstream classroom. If they are struggling, a plan is devised for students' improvement which includes rigorous, intensive individualize instruction that includes English language development.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). During the screening process, an informal oral interview is done by a certified pedagogue to determine if there is a language other than English spoken at home. If another language is used at home the parents/guardians of newly enrolled students are required to complete a Home Language Survey (HLIS) administered by a trained pedagogue. The survey lets the staff know what language is used at home. The (HLIS) is given to every student that is in the public school system to determine entitlement for an ESL program. Translations and over-the-phone interpretations are available if needed.  
If the HLIS indicates that the student uses a language other than English, he/she is given the Language Assessment Battery-Revised performance exam (LAB-R) by a certified ESL teacher within the first ten days of enrollment to determine eligibility for ESL program placement. The LAB-R is given in Spanish if the student speaks Spanish to determine language dominance. The LAB-R results determine whether students are entitled to a bilingual/ESL programs and services. If the student scores below proficiency on the LAB-R the student is identified as an ELL. If the student scores above proficiency the student is not an ELL. In addition, the Academic Language and Literacy Diagnostic (ALLD) is given after the HLIS and LAB-R is administered to students who have been identified as SIFE in the initial interview and speak a language at home of English or Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
During our annual recruitment (in November for the high school and in December for the middle school) and summer academy events, parents/guardians of newly enrolled ELL's are informed of the different ELL programs that are available. During these meetings parents receive brochures, watch videos (available in their native languages, whenever possible), detailing our ESL program, and any questions they may have about the programs is addressed (with assistance from a translator if necessary). Currently our school has a Free- Standing ESL program, but if another choice is requested, (TBE/DL) we will notify the parents once we have sufficient number of entitled students available for the program. If there are not sufficient students the parent can transfer the child to another school that has the TBE program, or if not the child can remain in the school and be placed in the Free- Standing ESL program. Once a program is in place parents are notified through entitlement letters, phone calls, and are invited to a parent meeting detailing the program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are distributed to all parents/guardians after the surveys are returned and reviewed by the certified ESL teacher and Assistant Principal. The survey is stored in a locked file cabinet in the main office. Subsequent follow-up calls are made to parents by the parent coordinator. The RCHK report in ATS is run twice annually to determine ESL and LAB-R compliance and eligibility.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
ELLs native literacy skills, English language acquisition, and educational background is taken into consideration when determining what program best meets the student's needs. Parents may opt for one of the three educational programs: Transitional Bilingual Education Program, Dual Language Program, or Freestanding ESL Program. These programs can be translated by an over-the-phone translator, or onsite interpretation when requested. The intake process and subsequent correspondence is recorded in ATS ILOG.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered to all students (in the Spring), who have previously been identified as ELLs based on their score on the LAB-R. The list is generated through the RCHK screen in ATS. The tests are administered in a separate location. The results from the NYSESLAT are reviewed each fall to determine if students are still entitled to services and how many minutes of instruction they should receive. In addition, we evaluate the test scores to determine strengths and goals of all English language learners at our schools..
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
The program of choice has been Free Standing ESL.. The program model is aligned with parents' request. There are currently 13

ESL students enrolled in QSI. Parents or families often are referred to our school by word of mouth and reputation. The parents understand that part of our early college mission is to provide a fully inclusionary program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Our ESL teacher, classroom teachers, school leadership, and others help to develop a schedule for ELL students based on their grade, proficiency levels, student work, formal and informal assessments, and test results. Instruction is adjusted according to the variety of evidence and data. In addition, the ELL staff is given time to plan with the content teachers to address the needs of the ELLs. The teachers work together during their common planning time and develop work for ELLs together based on data that is

gathered from classes. The K-8 beginning and intermediate students receive 360 minutes per week in instructional minutes., and the advance students receive 180 minutes per week. The 9-12 beginning students receive 540 minutes of instruction per week and the intermediate students receive 360 minutes per week. The advance students receive 180 minutes of instruction per week. All advance ELLs receive 180 minutes per week in ELA instruction.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

The ESL teachers look at the NYSESLAT performance over time to analyze any gain in the ELLs listening, speaking, reading and writing modality. ELLs response to a reading comprehension question is a powerful way for ELLs to demonstrate what they've learned, and for the teachers to evaluate the four modalities, and using rubrics that integrate ELA and ESL performance standards for all four modalities of English. In addition, awareness of students' background, recognition of their prior literacy experiences, and knowledge of the challenges and benefits the ELLs experience help us to be more effective in evaluating their language levels and individual instruction.

QSI uses a standard- base assessment model to determine student proficiency. The ESL teacher collaborates with content- area teachers to ensure that the four modalities of English acquisition are included in the standard assessment and re-assessment opportunities awarded to all students.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

The SIFE students receive services from the ESL teacher daily, as needed, including their mandated units per week. In addition, they receive intensive literacy support, increase sheltered instruction, native language instruction, an introduction to basic

school activities and skills, and community resources for their families, if needed. Differentiation may include, increase use of visuals (picture glossary), collaborative learning activities, hands-on-learning, phonics, labeling, role-playing, phonics, and demonstrations. If needed, the students are given a flexible schedule that would allow for a gradual transition into the classrooms and more one-to-one intervention.

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instruction is organized around grade-appropriate content, and provides access to core curriculum; language and content learning are integrated, and multiple opportunities of for students to process information verbally and nonverbally are given, such as, draw, role-play, discuss, review, question, read, report and write about. Lessons are planned with students' English proficiency in mind. Movies, videos, audio-books are shown to enforce the lessons in Science, ELA, and History with English sub-titles. Math is scaffold using manipulates math games with real-life situations. In addition, flexible grouping is provided (heterogeneous groups, pair work), that provides opportunities for social, linguistic, and academic development. Also, a variety of assessments are given that permit the student to display learning through different modalities of strength (oral, written, visual, kinesthetic and auditory).

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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

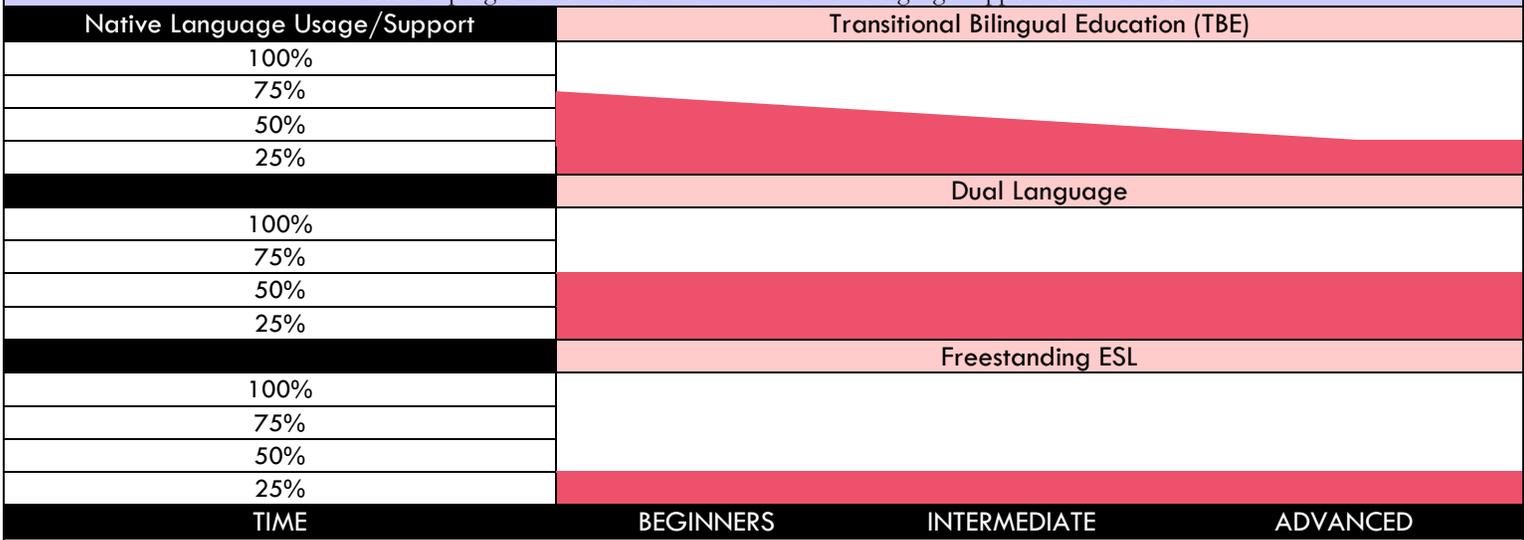
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted interventions programs for ELLs that are struggling in ELA, Math, Science, and History include small groups support. An extra lab period in ELA and Math that precedes their ELA and Math content class is given 3 days a week for all students including ELLs who scored below a 3 in the ELA and Math.
- An Academic Intervention Program (AIS), that offers one-to-one group help in the morning for those students who are "at risk" in the content areas, such as, Social Studies and Math for the high school students.
- As a part of a balanced literacy program, English Language Learners engage in shared, guided, and independent reading and writing. When appropriate parallel text are purchase in the students' native language and used as a resource to support the child's knowledge acquisition.
- The Culture Club meets twice a week during lunch and the ELLs have opportunities to talk in their native language, eat lunch together, get to know each other and share their rich cultural experiences in a small-group environment that is less threatening than the classroom. Classwork and homework help is also provided.
- Tutor Program- high school students are assigned to tutor an ELL in a content area they may be struggling in.
- The Rosetta Stone for our "newcomers", SIFE and Long-Term ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- All teachers are required to use ARIS throughout the school year to familiarize themselves with all of the students they teach and the students' individualize needs. The ELLs are achieving the goals in English proficiency and are able to participate in a purposeful way in their content classes. ELLs are scoring proficient in the NYSESLAT exam, passing standardized tests, such as, ELA and NYS Math tests and passing regents exams.
11. What new programs or improvements will be considered for the upcoming school year?
- For the general ELL population some improvements for next year are a library with ESL resources, books in their native languages, an Easy Reader Collection of books for beginners, non-fiction books, audio literacy books w/illustrations and CD's, such as, "Romeo and Juliet", "A Midsummer Dream". For Intermediate ELLs the Cambium Learning Technology is a new program that may be considered next year. This online literacy program addresses the specific instructional challenges that the ELL students' face, such as, reading comprehension and reading content area texts. In addition, Castle Learning is a new online resource that preps the students for the Living Environment Regents.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in all programs available at the school. If translation is needed ELLs are paired with a bilingual student/teacher who speaks the same language. The Drama club (a place where ELLs can express their talents and develop creativity). The chess club and the cultural club all provide an opportunity for the ELLs to be a part of their school community and meet new friends.
- The Culture Club is created by the ELL students. The ELLs have opportunities to talk in their native languages, get to know each other and share their rich cultural experiences in a warm and comfortable environment. The Academic Intervention Program (AIS) is an after-school program that is available to ELLs. This program is particularly for students who may not have access to academic resources or help at home, or those with responsibilities, such as working or caring for younger siblings.
- The school is small and the elective choices and extra-curricular are limited and the students have equal access to whatever is offered, as new projects are developed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In the classroom the students are provided with power point, visuals, read aloud, graphic organizers, smart boards, pre-teach and modified curriculum, cognates, prefixes and suffixes are taught especially in more challenging contents, such as, history and science. In the early production stages of language acquisition students draw pictures to illustrate his/her learning and thoughts, summarized versions of the English books that are grade level and age appropriate are provided for content classes and literature, previewing the text, teaching vocabulary relevant to a particular content area ("greater than" and "less than" in math class), and showing how the targeted academic language is used in reading, writing, speaking, and listening. In addition, books in the students' native languages are available. Subgroups are given Math games and ELA fluency and comprehension in a separate location for target instruction.

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

Interactive games and videos for ELLs

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

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

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

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

I Pads are used for research

Recorders to practice presentations and reading fluency

Phonics CD's

Rosetta Stone

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Our program is Free- Standing ESL (all 13 ESL students participate in this program) and all content is taught in English, using ESL methodology and native language support. The native language is delivered through books, dictionaries, glossaries, portable translators, or bilingual student/teacher. Newcomers and beginners can respond to literature and write in their native language. Tests can be ordered in the students' native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Books/materials are both grade-and age-appropriate, as well as the content support that the student is receiving. The syllabi for every course have gone through an extensive accreditation process to ensure that all instructional materials in all content area at all grade level are age appropriate regress and aligned to the CCLS.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
There is a week long summer bridge program for all incoming students. This time provides teachers and students with an opportunity to learn about the school, expectations, and take pre- assessments that help teachers plan for individual students' needs. Throughout the year newly enrolled ELL students can meet formerly enrolled ELLs, teachers and other staff members. ELLs can ask questions and take a tour of the school.
18. What language electives are offered to ELLs?  
The electives offered by the school are limited due to its' size and space eligibility. Spanish is offered a language elective.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

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

2. The ESL staff as well as all staff members has been given ongoing training and support in implementing the Common Core Learning Standards and its implications for ELLs and all students. The ESL teacher and the Bilingual teachers, including the guidance counselor (who holds a bilingual license) participate in trainings at NYS TESOL conferences.

3. The staff is made aware of the social and emotional needs of students as they transition from middle school, such as, Financial, language proficiency challenges, and household responsibilities. Also, the guidance counselor and the ESL teacher collaborate to ensure smooth transition for the students from middle school to high school by explaining new schedules, curriculum, and making sure the students stay on track as far as credits and regent exams. Parents are also invited to the school for orientation to the high school with the student. The guidance counselor and the ESL teacher attend ESL workshops quarterly.

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: 252 School Name: Queens School of Inquiry

Cluster: CUNY/511 Network: Cass Conrad

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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