

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

School Name: QUEENS HIGH SCHOOL FOR INFORMATION, RESEARCH AND
TECHNOLOGY

DBN (i.e. 01M001): 27Q302

Principal: CARL VINCENT MANALO

Principal Email: CMANALO@SCHOOLS.NYC.GOV

Superintendent: DONALD CONYERS

Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carl Vincent Manalo	*Principal or Designee	
Robert Reiman	*UFT Chapter Leader or Designee	
Damaris Cummings	*PA/PTA President or Designated Co-President	
Parris Morris	DC 37 Representative, if applicable	
Andrew Sanchez Alondra Sanchez Kimberly Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rasahn Staley	CBO Representative, if applicable	
Shanique Nelson	Member/ UFT	
Tenora White	Member/ Parent	
Venise Moise	Member/ Parent	
Rita Alcantara	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

- *Curriculum/Rigor of CCLS:* By June 2015, 100% of teachers will develop units of study that are aligned to the common core learning standards to support students in their college and career academic studies..

Comprehensive Needs Assessment

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

We noticed that from data collected from SAT, Regents, that our students reach the 12th grade with gaps in their college academic skills. It was also stated in the 2013-14 Quality Review that the school needs to “Extend the work of curriculum development to incorporate Common Core Instructional Shifts and refine tasks so that they effectively increase levels of rigor.” In addition, the adoption of CCLS in New York State requires effective planning that provides a consistent, clear understanding of what students are expected to learn in school and statewide.

Instructional Strategies/Activities

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

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

1. Teachers will participate in CPT (Common Planning Time) on a daily basis in order to address implementation of the CCLS and share assessment data. The CPT will also be designated as time for teachers to examine measures of student learning aligned to CCLS.
2. Teachers will be provided professional development during Common Planning Time in order to develop best practices for the implementation of Depth of Knowledge, and CCLS in lesson planning—as well as using the Danielson Framework for Teaching and Learning. In addition, a dedicated Educational Consultant will be scheduled to offer feedback on current practices and future pathways of CCLS alignment and the selected teaching framework. First and second year teachers will receive weekly lesson clinics with instructional specialists.
3. In order to include teachers in the decision making process with regard to assessment and evaluation of effective strategies and activities, grade teams will meet during CPT to review interdisciplinary strategies and protocols based on CCLS, Danielson’s Framework, and RTI/UDL.
4. Teachers will use the Tri-State Rubric and EQUIP Rubric from engageny.org in order to evaluate the rigor and alignment of their own curriculum maps.

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

1. All teachers will participate in Common Planning Time (CPT).
2. One lead teacher from each grade will serve as a Department Lead. Professional Development will be led by teachers. And administration

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

1. Teachers will establish curricular goals. Meetings will be recorded.
2. CPT minutes will be available.
3. Assessment data will be recorded by every teacher after every test administration.
4. Teachers will use the Tri-State rubric to evaluate the curricula’s rigor and alignment to CCLS

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

1. CPT will begin on the first day of school and end on the last. DYOs will be administered quarterly (September, December, March, June).
2. First and second year teachers will have lesson clinics every week.
3. PDs will happen every Monday. CPTs will happen every Monday and Wednesday - beginning in September and ending in June.

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

1. Computers
2. Educational consultants, instructional specialists
3. Meeting times

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent

Involvement Policy (PIP).

Parent meetings will be conducted based on criteria for college-readiness. Additionally, parents will be invited to learn about student work on a curriculum day and be provided instructional materials through skedula.com and progress report guides. Additionally, time will be allotted during CPT to monitor student progress and schedule phone calls home. Parents will be invited to participate in college fairs and on college trips.

Budget and Resource Alignment

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

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

Title 1, TL Fair Student Funding

Goal and Action Plan #2

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

Annual Goal #2

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

Improve Global Regents passing rate by 5% from 36%for students taking the Regents examination by August 2015

Comprehensive Needs Assessment

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

The shift to Common Core has brought greater emphasis on literacy for all students; this shift has thereby increased the importance of student's success on Global History assessments. Therefore, we seek to improve our students passing rate on the Global exam by 5% for this June as a springboard to further growth.

Instructional Strategies/Activities

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

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

1. Regular Social Studies content team meetings. The Social Studies team will work together during their designated content meeting periods to develop a comprehensive plan in order to achieve this goal. The team started meeting in September. As a department, they will utilize a number of different resources that will assist in monitoring individual student progress.
2. Extended time learning opportunities. Students will have the opportunity to reinforce their skills through after school tutoring, lunchtime tutoring and through Saturday tutoring programs. These additional opportunities will allow students to work in smaller groups on skills and weak areas.
3. Looking at Student Work protocol to help Social Studies team modify lesson/unit plans based on evidence of student learning and performance.
4. Implement EngageNY lesson/unit plans in Global History

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

1. Principal, Assistant Principal, Lead Teacher (Robert Reiman) and the Social Studies team

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

1. The professional development plan has built in checkpoints and expected end of year outcomes. These outcomes are directly aligned to the Citywide Instructional Expectations, the Danielson Framework for Teaching and recent Quality Review feedback. Additionally, three surveys will be distributed to staff members to monitor effectiveness and progress.
2. Teachers will administer formal assessments at the end of each unit as well as full-length practice Regents exams in order to expose students to questions similar to the Regents exam. Checkpoints will be placed monthly to monitor student readiness. Mock Regents will be conducted during Midterm Exams and in May to measure student preparedness. From these results, teachers will identify students to target for afterschool and Saturday tutoring. Staff will reach out to parents about student attendance on these days.
3. The assessments administered in each class will draw upon a variety of texts and sources. This will be monitored by the content team, Lead Teacher and administration; its effectiveness will be evident on student performance on the regents exam.
4. Teachers will analyze this data in order to determine student areas of weakness so that students may tailor their review in the most appropriate and time-efficient manner. Teachers also have access to a plethora of data on programs like Skedula that allow them to see individual student levels in order to plan and differentiate lessons appropriately based on student need.

4. Timeline for implementation and completion including start and end dates												
<ol style="list-style-type: none"> September, 2014 to August 2015 												
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity												
<ol style="list-style-type: none"> Weekly department team meetings. After school tutoring. Lunchtime tutoring, Saturday Regents Prep classes. Whole staff common planning every Monday from 2:40 pm to 4:00 pm. Feedback from weekly department meetings. 												
<u>Strategies to Increase Parental Involvement</u>												
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).												
All teachers use Skedula as a tool to record student grades and upload assignments. Skedula also serves as a form of communication to other teachers, students, parents, and administration. Because Skedula was developed as a program in which teachers, students, parents, and administration all have access; it serves as a streamlined method of communication regarding student progress in both the qualitative and quantitative ways. Parents are encouraged to check on the progress of their son/daughter on a regular basis to help support the academic work done in school by both the teacher and student. The School Skedula Administrator will monitor parent and student log-in. PD will be provided for parents on how to use Pupil Path at parent meetings. Additionally, parents are invited to QIRT for parent conferences, IEP meetings and workshops.												
<u>Budget and Resource Alignment</u>												
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
X	Tax Levy		X	Title IA		Title IIA		Title III		Set Aside	X	Grants
List any additional fund sources your school is using to support the instructional goal below.												
VATEA, TL Fair Student Funding, Title 1												

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<u>Professional Development:</u> By June 2015, 80% of teachers will improve by 1 level in component 3c (Engaging Students in Learning) of the Danielson's Rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The implementation of Danielson's Framework provides for a necessity of short, frequent cycles of collaborative analysis of student work and teacher performance for timely, specific, and relevant professional development that teachers can quickly implement during instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> All teachers will create individual professional goals and individual student learning targets. Teachers will then look at student work in order to improve academic progress. School-wide faculty meetings will be held once a week to address goals for teachers and within the departments, personal Professional Development plans, teacher progress in Depth of Knowledge (DOK), integrating Common Core Learning Standards (CCLS) and teaching and learning clinics informed by teacher leads, the principal and educational consultants from New Visions and Teachers College Columbia University.

3. In order to include teachers in the decision making process, grade teams will meet once a week for common planning time to keep current with each other's progress in terms of content, collaboration, use of Skedula, Schoolnet and CCLS, along with the allocation of time for peer-to-peer professional development. All teachers will be provided with an in-depth teaching and learning rubric based on Danielson's Framework that will be used to assess performance that will help aid in the creation of identifiable professional development goals for the year.
4. Teachers will be provided with formal and informal observation reports after each observation. All teachers will inform Measure of Student Learning (MOSL) progress and work on Common Core Learning Standards.
5. New teachers will be provided with mentors and professional developments on how to get the students engaged with instructional specialists and consultants from Teachers College Columbia University and New Visions. During this time, teachers will work one on one in order to maximize instructional time in the classroom. Teachers will also engage in intervisitations to observe each other implement strategies around increasing student engagement.

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

- 1.
2. All teachers will participate and lead teachers, consultants and principal will facilitate monthly PDs.
3. All teachers will participate in common planning and work with each other.

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

1. Teacher goals and student targets.
2. PD plans.
3. CPT minutes

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

1. Teachers will have goals and student learning targets by January 2015.
2. PDs will happen the first Wednesday of every month
3. Minutes will be recorded daily.

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

1. Computers
2. Danielson Framework

Strategies to Increase Parental Involvement

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

- Develop a series of workshops with the support of the Parent Association and Administration for Parents to learn about the school's academic expectations as well as the college requirements.

Budget and Resource Alignment

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

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

VATEA, TL Fair Student Funding

Goal and Action Plan #4

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

Annual Goal #4

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

College and Career Readiness: By August 2015, 13% the College and Career Readiness will increase from 8% to 13%

Comprehensive Needs Assessment

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

According to the High School Quality Snapshot last year, students preparedness for College and Career Readiness is at 8% compared to the city's average of 32% and Borough's average of 37%. There is a significant need in achievement on the College and Career Readiness level.

Instructional Strategies/Activities

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

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

1. Instructional programs for target populations developed based on a needs assessment from MOSL, Baselines and Student Data (Regents Scores).
2. Students will be offered reading and writing classes as electives to aid in the improvement in Regents scores.
3. based and entry point specific intervention programs. Additionally, through strategic and specific academic interventions, students will receive differentiated instruction specific to their needs in all classes. Students will receive AIS support in specific classes after school and on Saturdays. Success will be measured through increased grades in that class and increased scores on the correlating Regents exams.
4. Credit accumulation and enrichment is offered to 11th and 12th grade students. The smaller classes and student centered learning will allow students to receive differentiated instruction based on the Common Core Standard they need to develop. In addition teachers will teach Saturday School for Regents Preparation, credit recovery (through the APEX program), as well as after school enrichment. Students also have the option of conducting a lunch and learn with their teachers during their lunch period for office hours/ Regents Prep as well.
5. ELL teachers will monitor students' and their reading progress through these elective offered classes. Assessment has been measured as well through MOSL assessments. Data driven responses to intervention will include push-in instructors for Regent's based classes and ELL classes that will enable small group and targeted instruction as well as increase the passing rate among ELL for a better opportunity at College and Career Readiness.
6. Content area teachers will administer DY0 assessments, based on CCLS and Regents exams midway into each semester. Results from this exam will be aligned with previous scores including measuring school-wide progress and inform need-based interventions. These interventions will be additionally guided by the DY0 data. Students will have common midterms given by teachers and DY0 data will be submitted to administration for review and feedback. From these results, strategic student groupings in daily classes, after school tutorials, and Saturday Academic Programs will be reconsidered and, if necessary, revised. Individual meetings with teachers, counselors, and other staff will be scheduled accordingly.

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

1. Principal implements the Reading and Writing electives to selected teachers to improve ELA and math scores.
2. Guidance counselors and testing coordinator ensure that 12th grade students who still need to score a 75 or 80 are identified and scheduled for the exams.
3. Assistant Principal coordinates and supervises Saturday Regents Prep to improve ELA and Math scores staffed by teachers who are paid per session.
4. SAT Prep classes will be offered as students will be able to score higher on the exams
5. Principal , Assistant Principal, College Advisor and 12th Grade Guidance counselor coordinate College Now course offerings and registration with Plaza College and Medgar Evers staff.

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

6. Lunch and learn for students are provided to comprehend the requirements, what they need on the road to success, and to motivate students to meet the CUNY/ SUNY standards
7. January and June Regents examination data will be used to evaluate the impact of our schools strategies.
8. Interim analysis and mock Regents data are indicators of student progress toward scoring at least a 75 in ELA and an increase in by 15%.
9. Regents exam scores will be used to evaluate the effectiveness of strategies used.

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

1. Lunch and Learn – 12/9/2014 to 12/18/2014
4. Honor Roll Awards Assembly – 12/18/2014
5. Saturday Regents Prep dates: 12/6/2014; 12/13/2014; 12/20/2014; 1/10/2015; 1/17/2015 and 5/9/2015; 5/16/2015; 5/23/2015; 6/6/2015; 6/13/2015
6. Credit Recovery through APEX: 3/1/15 to 6/12/2015 every Wednesday and Saturday
7. Common midterm examinations begin: 12/1/2014 and end: 12/12/2014

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

1. Whole-school faculty PD – after school every Monday and at 1:00pm on Wednesdays
2. Department meetings – as a part of the Professional Development series after school twice a month on Mondays
3. Grade Level Team meetings – every Wednesday at one period
4. Per session postings have been created for the following additional support:
5. Saturday School Regents Prep
6. Extended Day After School
7. Compensatory time positions are being created for the following:
 - College Advisor
 - Coordinator of Student Affairs
 - Testing Coordinator

Strategies to Increase Parental Involvement

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

On a yearly basis, CUNY and SUNY representatives will hold a panel discussion for parents and students. These discussions include the application status, acceptance requirements, as well as how to become College Ready. Meet the Teacher Night included the Parents meeting the College Advisor. The school conducted a parent/student workshop to discuss expectations of courses, how to utilize time management skills, and what support we can offer students. We also guide them with strategies (through handouts and discussion) that can be used at home to help them succeed.

Budget and Resource Alignment

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

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

TL Fair Student Funding, Title 1

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

- 6.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 6.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

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Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After school and Saturday tutoring program Regents Review Office Hours with Teachers Online Reading Program - There will be small group focused on targeted interventions centered around college readiness	Achieve 3000/MYVP Reader Small group targeted intervention Small group differentiated/targeted intervention	During school day/After school/Saturdays/Mid-Winter recess and Spring Break
Mathematics	Afterschool and Saturday Tutoring Program Powermylearning.org online math learning Office Hours with Teachers Regents Review .	Students will receive small group instruction after school and on Saturdays.	During school day/After school/Saturdays/Mid-Winter recess and Spring Break
Science	After school and Saturday tutoring Regents Review Lab Report Writing Research Club Office Hours with Teachers	Students will receive small group instruction after school and on Saturdays.	During school day/After school/Saturdays/Mid-Winter recess and Spring Break
Social Studies	After school and Saturday tutoring Regents Review Blended learning- Castle Learning. Office Hours with Teachers	Students will receive small group instruction after school and on Saturdays.	During school day/After school/Saturdays/Mid-Winter recess and Spring Break
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic Counseling Parent Conferences Family Counseling Post Secondary Counseling	Sessions are conducted in multiple settings as through multiple personal, including; guidance counselors, school psychologist, and North Shore LIJ Medical Center employees who work on campus.	During school day/after school .

	Alternate Placement Referrals Crisis Intervention College Counseling Individual Guidance Sessions Drug Intervention/Prevention Counseling Group Counseling Sessions Parent Workshops LGBT workshops		
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>NYCDOE teachers meet State eligibility requirements:</p> <ul style="list-style-type: none"> All teachers are scheduled to meet daily for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated All teachers, as needed, have the support of having individualized lesson clinics. This clinic is to allow the teacher to work with an instructional specialist to clarify and develop best teaching and learning practices Teachers are assigned a mentor teacher that continue the added support on a weekly basis Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed <p>Describe the strategies and activities including strategies for recruitment, retention:</p> <ul style="list-style-type: none"> Teachers have an opportunity to participate in leadership teams, create their own extracurricular programs, pursue opportunities to participate in meetings with partners and attend conferences (paid for by the school), and receive opportunities to attend outside training and receiving training rates Teachers are also given the opportunity to manage the hiring process; therefore, teachers are hired by other teachers <p>Teachers are also given the opportunity to develop their career interest with the support from the administration</p> <p>Staff at QIRT are offered a variety of supports and differentiated learning opportunities:</p> <p>a) Inquiry: With action research as its focal point, teachers meet together monthly to review data, look at student work, and get focused, protocol-driven feedback from their colleagues.</p> <p>b) Professional Development Plan: Our PD calendar and 3 year PD plan were based on continual feedback from our teachers. We offer a variety of PD experiences, from grade to vertical team time with instructional coaches, knowledge sharing, and time to co-plan.</p> <p>c) Our hiring protocol for hiring new teachers includes an interview with staff and students in a multi-step process. Prospective teachers who pass initial benchmarks are asked to perform a demonstration lesson. Students who were involved in the lesson are asked to debrief with the hiring committee to give feedback on their experience – social/emotional as well as intellectual.</p> <p>d) Mentoring program where colleagues pair up with new teachers to the school to offer feedback and support to the teachers both inside and outside of the classroom.</p> <p>e) Lunch and Learn: for special education department in ensuring that our students' needs are met through the use of various instructional strategies and the use of the students' IEP.</p> <p>f) Partnerships with NYC Fellows, Teachers College: Columbia University and New Visions have helped in recruiting teachers</p> <p>g) Increasing Professional Practices, Relationships and Responsibilities: Outside professional development for teachers provided by Teachers College, iLearn NYC, and Network 561</p>

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).

- All first and second year teachers receive an individualized weekly meetings with a Mentor.
- All teachers are scheduled to meet twice a week for Common Planning Time where collaboration, support, and time to reflect on teaching and learning is facilitated.
- Outside consultants are hired to further provide added supports, professional development and feedback to teachers as needed.
- Peer observation and intervisitation is facilitated and encouraged by grade teams.
- All teachers receive a Mac Laptop to facilitate professional development and use of technology in instruction.

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

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

QIRT is a conceptually consolidated school and all funds are coordinated to improve student outcomes and close the achievement gap. Students in temporary housing are provided with school supplies, such as notebooks, folders, pens, pencils along with school uniforms. Students also have access to lap tops, printers, graphing calculators and all tools necessary for educational purposes. Through the use of federal and state funds, additional instructional classes are provided during Extended Day and Saturday school. QIRT is also able to hire individuals with expertise and proficiency in foreign languages.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

NA

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.

All teachers are involved in professional development workshops. They are provided with a calendar at the beginning of the year and made aware of DOE provided workshops. They are also involved in designing benchmark assessments. Teachers sit and meet with the principal to discuss measures of student learning. Teachers also provide feedback after professional development workshops.

TA Schools Only

Use of Program Resources

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

NA

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).

NA

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 27Q302

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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 consolidated². **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	\$150,930.45	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,271,972.00	X	See action plan

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Queens HS for Info, Res. & Tec	DBN: 27Q302
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The school created an Afterschool supplemental program using the push-in model for ELLs. The supplemental instructional program during the after school extended day classes will serve to work on academic intervention and acquiring of academic vocabulary. There are two ESL certified teachers who will work with students during afterschool program. Supplemental instruction is available during the week (T, Th, F) as well as during Saturday Program.

Title III ELL Afterschool Program

Afterschool programs will meet Tuesdays to Thursdays, three days a week from 2:45 pm to 3:30 pm and 3:30 - 4:15 pm – Our 2 certified ELL teachers work collaboratively to provide small group supplemental instruction during these days for 10 students each section for a total of 20 students served. The program will have one group of ten students in each session from grades 9-12. The program will be offered from January to June for 50 sessions. The supplemental instructional program during the after school extended day classes will serve to work on academic intervention and acquiring of academic vocabulary. The program will use the following materials: Laptop - Online Reading Program - MindPlay Virtual reader and a textbook: Milestones.

Title III Saturday Program

Our Saturday Program will be offered from January to June for 20 sessions. The bilingual Social Studies teacher will provide supplementary instruction in US History in both Spanish and English from 9am to 12 Noon. There will be one group of 10 students served from grades 10-12 who need supplementary instruction to meet the mandated standards in this course . The program will use the following materials: Textbook - La Nacion Americana and Laptop.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development will be provided for teachers on how to best meet the needs of our ELL

Part C: Professional Development

students. The following is a schedule that pertains to educating ELLs in our PD Calendar:

Monday, December 22, 2014 - 2:45 - Instruction improvement in the classroom of English Language Learners.

February 2, 2015 - 2:45 - Creating a Positive School learning community where diversity is respected and valued.

April 20, 2015 - 2:45 - Preparing mainstream and bilingual ESL teachers to teach English Language Learners.

June 8, 2015 – 2:45 - Summer School ESL Program and how to improve proficiency in the English language. All topics will be given by the Principal and Assistant Principal as well as Ms. Ponomorova (ELL teacher).

Part D: Parental Engagement Activities

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

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

Begin description here: The Parent Coordinator will provide resources for parents of ELL students and provide quality workshops on College Planning and being more active in their child's education. These topics include the College Application process, resources for academic support for their children, ESL classes for parents and even CTE certification. Through personal phone calls, PA meetings, automated phone calls in both English and Spanish, parents will be notified of these workshops and events. Aside from our Spanish speaking faculty, we hired a translator for every parent event - who will also translate the minutes in Spanish so that parents who cannot attend specific meetings can be provided minutes in their home language. There will also be specific Parent Engagement Sessions geared to parents of ELLs - Below is the schedule from our Parent Calendar:

January- May we will offer classes for ELL parents to learn English. Classes will be offered twice a week. A licensed ELL teacher will conduct the class. The following dates will be covered for ESL classes:
January 15, Feb. 12, 26, Mar. 12, Apr. 16, May 14

February 12 – how to better communicate with your child (outside facilitator).

April 16 – Building Collaboration among ELL's and their families

June 11 – for incoming ELL's "Dream , Believe, Succeed, A College planning handbook for English Language Learners and their families" (presented by DOE representative)..

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem	_____	_____
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.	_____	_____
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 27	Borough Queens	School Number 302
School Name Queens HS for Info Research and Tech		

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 Magaly Hicks	Assistant Principal Josephine Tucker
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor Diana Trivino
Teacher/Subject Area Shanique Nelson/ Math	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lewis Hobgood
Related Service Provider type here	Other Ana Vargas
Network Leader(Only if working with the LAP team) Derek Jones	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	330	Total number of ELLs	46	ELLs as share of total student population (%)	13.94%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Discrete ESL class										26	9	7	1	43
Push-In										9	7	4	1	21
Total	0	0	0	0	0	0	0	0	0	35	16	11	2	64

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	

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	30			16						46

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	30	0	0	16	0	0	0	0	0	46
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										26	8	7	2	43
Chinese														0
Russian														0
Bengali														0
Urdu												1		1
Arabic														0
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	26	8	9	3	46								

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)										14	1	1	2	18
Intermediate(I)										4	4	2	2	12
Advanced (A)										4	4	5	3	16
Total	0	22	9	8	7	46								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										14	1	4	2

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										4	4	4	2
	A										4	4	5	3
	P													
READING/ WRITING	B										14	1	4	2
	I										4	4	4	2
	A										4	4	5	3
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The use of Achieve 3000 and the NYC Performance Assessment which will assist with identifying areas of improvement in the English Language. The use of bilingual materials in other content areas is used to assess the knowledge of the students. The bilingual materials also assist in learning to translate native language to English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students will need more assistance in vocabulary and sentence structure.
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 students in the ESL course have a support staff that will coordinate with the other content areas instructor to assist in developing the areas of need for the ELL student
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?

Students are given the LAB R and their profienciency is in the native language to what areas of content are needed for learning English (ie. issues with vocabulary in native language will result in issues with vocabulary in learning English.
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.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL Liasion/Community Associate provides additional instrucional support in currciulum development and lesson planning
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.).
Providing tutoring and a supportive community with a bilingual Counselor gives students and families the added support to stay in school and focus on their academic achievement.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The use of the LAB R are given once students are identified via parent or Enrollment Office
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.
The QIRT ESL Liasion has an orientation with parents and students to discuss 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 [\[see tool kit\]](#).)
ESL Liasion keeps a record of all student information and translates all outgoing messages for parents and students. Bilingual Counselor and ESL Liasion work together to meet with the families.
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.
STudents are given an assessment test after meeting with parents. Students are then placed with the classes with service hours needed for ESL proficiency.

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.
Within 10 days of entering the system students are given the LAB R and once a year the NYSESLAT
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **i**
After providing the parent survey and program selections for the past two years, parents have requested more afterschool programs, Saturday school and Adult Education for families to learn English.

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 literacy diagnostic was administered to all 330 students by 10/31/13 and baseline results indicated that only 15% were reading on grade level. Reading levels. The vast majority of QIRT students have entered the school with low level literacy skills; and thus, without a strong literacy foundation QIRT most struggling students will not be able to handle the rigorous coursework and academic requirements. The use of 2 period block classes provides additional time for students to learn key concepts in ELA. The proficiency levels of student vary from new admit to the country to intermediate and sometimes advance levels.
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)?

Beginner receive 540 min/wk; Intermediates receive 360 min/wk in ESL. Advance receive 180 min/week in ESL and 180 min/week ELA
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.

The use of CCLS is implemented in the instructional method of the ESL Class as well as being aligned with the ELA course.

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

Each of the reach Regents are administered in their native language with the exception of ELA

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

Each student are evaluated through formative and summative assessments by topics and units.

6. How do you differentiate instruction for ELL subgroups?

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

Instructional materials are provided for students based on their skill level

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?

The ESL curriculum is aligned with the use of CCLS and the NYS ELA Standards

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?

Monthly professional development sessions to align curricula and share best practices in improving literacy skills in preparation for rigorous college coursework. Regular instructional visits and meetings with Assistant Principals to support and guide literacy and pedagogical instruction for all teachers.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

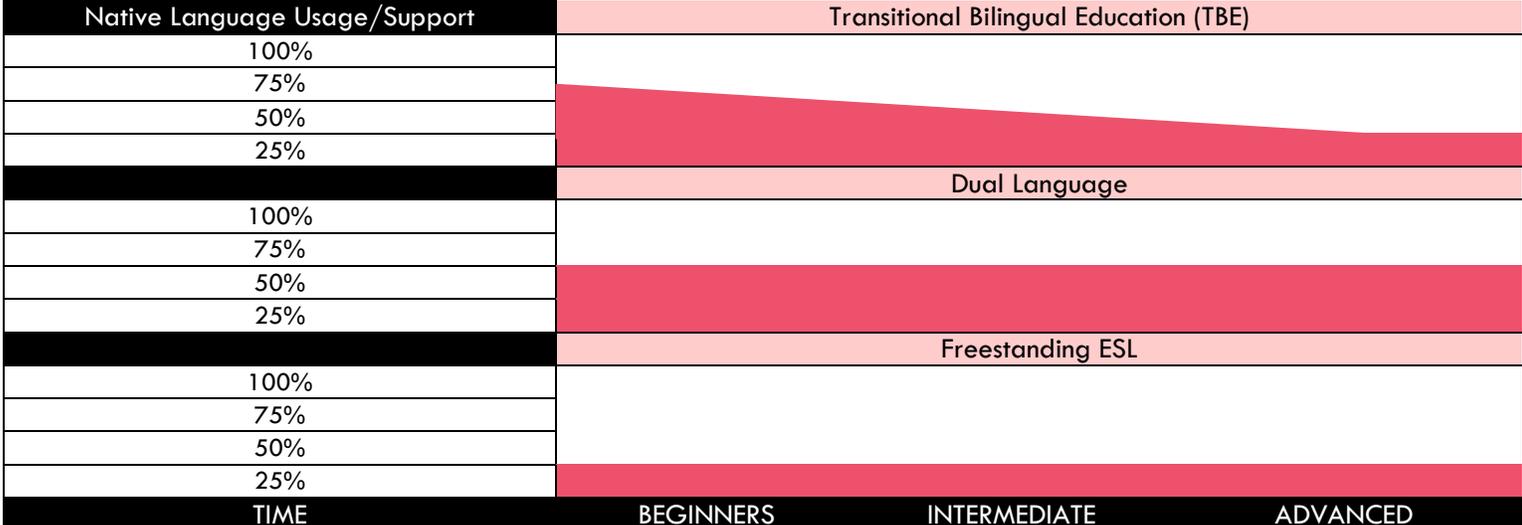
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has 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.
Student remain after school for extended day, morning school AIS and Saturday school to receive additional tutoring and instruction.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In 2012-2013 5 number of students tested out of ESL and 20% of the students move from one level up to the next.
11. What new programs or improvements will be considered for the upcoming school year?
The implementation of our CTE courses has been a motivational factor for students to learn English. The CTE courses are only taught in English; however, the instructors are also bilingual
12. What programs/services for ELLs will be discontinued and why?
None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
As a Community Learning School supports the ELL families. QIRT is planning to extend its ESL classes to parents to increase the use of English in the home.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The use of laptops in the classroom with the software Achieve 3000.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The instructor of the ESL classes is also bilingual and provides a bilingual dictionary for students to look up word/glossary usage.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All students are provided with the same resources that are driven by skill level.
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.
Students participate in a Bridge Program to orient the students with the school, staff and the learning expectations.
18. What language electives are offered to ELLs?
All ELL students are able to take CTE and other elective classes based on their skill levels.
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.

QIRT will implement its professional development for all staff with levels of sensitivity to ELL through the following methods:

- Collaborate with the faculty and staff and create an angel adoption program to meet once every two weeks.

Every student will be adopted by teachers and guidance counselors and on-going professional development will support faculty and staff in addressing student behavior and discipline problems. The angel groups will allow the opportunity to develop personal relationships with peers and teachers and focus on relevant, real-world experiences and topics.

- Create and implement student derived extracurricular activities during before and after school hours.

Students in coordination with teachers and staff will develop and coordinate activities of interest to participate in before and after school hours to increase student engagement.

- Monthly campus wide celebrations and activities for students, teachers, and staff.

Student government of all three schools on the Far Rockaway campus will develop activities to cultivate positive student interactions among all three student populations.

- Monthly speaker from community organizations.

Students will have the opportunity to engage in workshops including human rights, sexual harassment, peer mediation, and conflict resolution throughout the year to cultivate student empowered environment.

- Biweekly student progress reports indicating student behavior sent to parents.
- Daily phone calls and messages indicating attendance of student.
- Parent volunteers to assist in extracurricular activities.
- Professional development with Queens DA Office for all teachers and staff.
- Structured procedures to handle student discipline and behavior issues.
- Biweekly meetings with Principal and Assistant Principal to discuss student behavior and discipline issues and to discuss strategies to resolve issues.

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?

Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community; Paste response to questions 1-4 here
 - Parent Academy focused on a variety of topics including literacy development will be provided to help parents support their children in strengthening reading, writing, and comprehension skills.
 - Parent volunteers to assist during school day to help students work on Achieve 3000.
 - Parents can interact with the school and get information from a variety of other online platforms: TeacherEase, ARIS and the school's website and social media.

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.

ALL students will be able to succeed academically with the model of QIRT and its ability to create 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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Magaly Hicks	Principal		11/15/13
Josephine Tucker	Assistant Principal		11/15/13
Lewis Hobgood	Parent Coordinator		11/15/13
	ESL Teacher		1/1/01
	Parent		1/1/01
Shanique Nelson	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Diana Trivio	Guidance Counselor		11/15/13
Derek Jones	Network Leader		11/15/13
Ana Vargas	Other <u>Community Associate</u>		11/15/13
	Other _____		1/1/01
	Other _____		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: 27Q302 School Name: Queens HS for Info Res and Tech

Cluster: 5 Network: 561

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

Part A: Needs Assessment Findings

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

We sent all parents a welcome letter in English, held a school orientation, three open houses, and Parent Teach conferences to determine the schools's written and oral interpretation needs. We worked to determine the communication needs of our parents and the most effective communication methods.

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.

The majority of our parents speak English. However, for those who are Spanish speaking only, our ESL Liasion Ms. Vargas provides assistance with translation. Also, the Community Associate, Bilingual Guidance Counselor and Secretary speak fluent Spanish and can translate for families

Part B: Strategies and Activities

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

Since we are increasing in the number of ELL students we have currently 46 students enrolled and have increased our services to students and families. As our school enrollment increases with new students and families of varying languages we will need to further investigate written translation services to meet our needs.

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.

We have a bilingual guidance counselor and other staff who will provide translation services as necessary.

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>.

We sent all parents a welcome letter in English, held a school orientation, three open houses, and Parent Teach conferences to determine the schools's written and oral interpretation needs. We worked to determine the communication needs of our parents and the most effective communication methods.