

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

School Name: QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL

DBN (i.e. 01M001): 28Q310

Principal: JAIME DUBEI

Principal Email: JDUBEI@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: M. CRISTINA JIMENEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jaime Anne Dubei	*Principal or Designee	
Charlene Wingate	*UFT Chapter Leader or Designee	
Lisa Robinson	*PA/PTA President or Designated Co-President	
Dana Rosario	DC 37 Representative, if applicable	
Valerie Wills	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rhashida Suarez	Member/ Staff	
	Member/ Staff	
Annette Brown	Member/ Parent	
Iodelle Chinnery	Member/ Parent	
Solomon Chinnery	Member/ Parent	
Gail Trotter	Member/ Student	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Improve attendance in the high school from 87.1% in the 2013-2014 school year to 89% in the 2014-2015 school year.

Comprehensive Needs Assessment

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

Progress Report data review showed that the high school attendance was 87.1%.

Analysis of individual student attendance revealed that approximately 14% of QC students miss more than 5 days per marking period, thus showing a pattern of chronic absences. Chronic absences are impacting their ability to succeed in passing credits and exams.

Teachers have expressed concern over attendance during 1st period and last period. Analysis of average grades in 1st, 7th & 8th periods show that they are significantly lower than periods during the middle of the day (2nd, 5th & 6th).

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. Attendance team meets weekly to review student situations and create plans of action
2. Attendance team liaises with the Grade Teams to ensure that both are aware of each other's interventions on a monthly basis.
3. Rewards will be given to students who improve their attendance, and for classes with stellar attendance, particularly in 1st and/or 8th period
4. PTA will recognize 14 students each month for their accomplishments and progress in attendance
5. Administrative Staff will align their duties to ensure attendance is a priority. This may include staff at the flagpole, entrance and/or deli each morning to ensure children get to school on time.
1. 6. Guidance counselors will make extensive outreach to families to create action plans and strategies to increase each child's attendance, including providing referrals to social services, transportation, and/or other options.

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

1. Attendance Team is comprised of the Parent Coordinator, Attendance Coordinator, network Attendance Teacher, AP Organization, 2 guidance counselors, Pupil Accounting Secretary and the Principal.
2. Attendance Team will create incentive plans and implementation.
3. PTA Executive Board, in conjunction with the Parent Coordinator, will implement recognition monthly.
1. 4. AP Organization is constantly looking at staffing to ensure that we are at optimal levels. When we need staff at the deli or the bus stops, they will be deployed appropriately. This staff may include the Parent Coordinator, Community Assistant, and/or School Safety.

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

1. Data will be reviewed every 6 weeks, with progress reports sent home to each family. Progress reports will include grades and information about the child's progress to the Regents exams. Skedula is available to every family.
2. Regents Prep courses will go throughout the school year. Before /After school and Saturday programs will began in December 2014. Program effectiveness will be measured every 3 weeks, using student performance data and attendance.
3. Action plans are created in October and February. Plans will be reviewed by the administration within 2 weeks. Parents, students and advisors will jointly create these action plans. Advisors, parents, students and administration will participate in implementation and evaluation of effectiveness.

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

1. September 2014-- Ensure that register is verified and cleared of children who no longer will attend Queens Collegiate.
2. October 2014-- Set up auto-dialer system and structures for staff to greet children daily. Auto-dialer will work every day to notify parents of children who are absent.
3. November to June-- Continue calling homes, reaching out to families, providing support for them to work out whatever issues prevent the child from attending

school (i.e. medical concerns, work obligations, child care, etc).

4. Daily and monthly review of data patterns to ensure effectiveness. Revising this plan as necessary.
5. June 2015- review of overall attendance patterns and plan for following year's implementation.

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

1. No additional cost associated with this activity.
2. No additional cost associated with this activity.
3. Incentives will be paid for using Title I SWP and Fair Student Funding monies.
4. PTA will pay for awards and any other forms of recognition.
5. No additional cost associated with this activity.

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).

Rewarding children who show increase in attendance patterns via awards ceremonies at monthly PTA meetings.
Frequent outreach and planning meetings with families to assist children in increasing attendance.

Budget and Resource Alignment

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

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

We will use Title I SWP and Fair Student Funding funds to pay for rewards and other incentives. Staff will be reassigned to ensure effectiveness of program.

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 high school graduation rates from 80.4% in the 2013-2014 school year to 82.5% 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.

In August 2013, we had an 80.4% graduation rate.

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. Utilize Skedula/DataCation and QC created data trackers to better track student performance data and adjust interventions to meet student needs.
2. Creation of Regents Prep courses during the school day, and additional interventions after school and on Saturday to provide additional support.
3. Advisors will create action plans with each child who is not on track to graduation for submission to the Principal and Assistant Principal for review. Parents will be invited to meet with the advisors and guidance counselor to create these plans.

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

1. Assistant Principals, School Business Manager and training propitiate staff members
2. Programmer, guidance counselors, teachers and administrative support.
3. Advisor, guidance counselors, Assistant Principals and Principal

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

1. Data will be reviewed every 6 weeks, with progress reports sent home to each family. Progress reports will include grades and information about the child's progress to the Regents exams.
2. Regents Prep courses will go throughout the school year. Before /After school and Saturday programs will began in December 2014. Program effectiveness will be measured every 3 weeks, using student performance data and attendance.
3. Action plans are created in October and February. Plans will be reviewed by the administration within 2 weeks. Parents, students and advisors will jointly create these action plans. Advisors, parents, students and administration will participate in implementation and evaluation of effectiveness.

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

- September 2014—trained all staff on Skedula/DataCation. October 2014—Data Specialists created a QC tracker for graduation. Data is continually updated.
2. September-- implement Regents prep classes in Semester 1. January-- continue Regents Prep classes in Semester 2.
 1. 3. October- creation of Action Plans. December—review of progress for each senior. January -- credit for Semester 1 is posted and students will take applicable Regents exams. February-- Revision of previous action or creation of new action plans for June graduation.

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

- Datacation will be paid for using Title I SWP and Fair Student Funding monies.
2. Regents prep courses are paid for via salaries and/or per session in Title I SWP and Fair Student Funds.
 1. 3. No additional funding is required.

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).

Action plans will be created and sent home with the parent.
Postcards will be sent home by teachers and advisors to notify parents and ensure that children are progressing in credits and progress to the Regents.
Posting Regents grades on JupiterGrades will increase parental knowledge and engagement.
Parental Workshop on Regents prep, and the Common Core shifts for the HS curriculum. Parents who attend will earn an incentive for their child.

Budget and Resource Alignment

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

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

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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.

Increase the number of students participating in extracurricular student activities to include 5% more activities in 2014-2015.

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.

Students identified that they want more activities to engage within the school community. They stated that Culture Night and other large activities engage them, and they want more of that type of activity throughout the year.

Instructional Strategies/Activities

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

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

1. Encourage students to attend the PSAL and CHAMPS athletic games, via Assembly announcements, calendars, facebook invites and other methods of communication.
2. Hold 3 school Teen Nights over the course of the 2014-2015 school year.
3. Integrate basketball tournaments before and/or after-school.
4. Student Council, Peer Mediation, Community Service Club, History Day Club, Model UN and Respect Club will create other activities, awards and competitions to engage students in the school community.

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

1. Student leaders and Jamaica Campus cheerleaders will publicize games at the assemblies and via online communication.
2. The Coordinator of Student Activities will coordinate school dances.
3. Physical education teachers and other staff will coordinate basketball tournaments. Administration will provide additional support.
1. 4. The Coordinator of Student Activities and Club advisors will plan and implement these activities.

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

1. We will evaluate effectiveness by viewing number of "likes" on facebook for each event, and comparing attendance with similar activities last year.
2. We will evaluate the effectiveness of school dances by the number of tickets sold, and informal feedback from students.
3. We will evaluate effectiveness by number of students attending, decibel levels of their cheering, and informal feedback for future tournaments.
4. We will evaluate effectiveness by participation trends throughout the school year.

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

1. Sept-October—analyze student interest and participation in current activities. Add additional activities based on student request.
2. Continue to monitor and revise the extracurricular offerings to have sufficient depth, breadth and varieties of interests represented.
3. December, January, May-- Building Council will meet to discuss campus wide tournaments for campus school spirit
4. September-- Uniform Contest on Instagram; November-- Gratitude wall; February-- anti-bully activities. Effectiveness will be judged based on School Survey results
5. and informal student feedback.

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

1. No additional funding is required.
2. Fair Student Funding and Title I SWP will fund per session for school dances.
3. No additional funding is required.
4. No additional funding is required.

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).

Parents will be made aware of additional activities via newsletters, calendars, facebook groups and JupiterGrades emails.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Improve the adjusted median growth percentile for middle school English & math scores by five points, from 64 in ELA and 61 in math in 2014 to 66 in ELA and 64 in math by 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.

Last year at Queens Collegiate, we set a goal to improve student performance on middle school math exams. While meeting that goal, student performance on the State ELA and math exams failed to meet our expectations.

Instructional Strategies/Activities

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

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

We will improve teacher support and curriculum by coaching individual teachers and providing PD on critical topics essential for school wide growth.

2. The principal has will designate model middle school English and math classrooms in our school.
3. Student progress will be measured using Acuity performance assessments on a quarterly basis. An assessment schedule has been established and teachers have been trained to conduct item skills analyses and adjust instruction based on results.
4. All middle school students will maintain a readers notebook and increase the amount of reading, both fiction and nonfiction that they complete this school year.
1. 5. Teachers are designing instruction and assessments to include more writing, with a focus on organization, syntax and content.

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

1. Assistant Principal of Supervision will plan, monitor and revise the Professional Development Plan in conjunction with the Principal and Instructional Cabinet.
2. Model classroom teachers will be designated by January 2014.
3. Testing Coordinators will plan assessments in conjunction with the grade team leaders.
4. Teachers will implement readers notebooks in their classes
5. Teachers, grade team leaders, department chairs, Assistant Principals and Principal with network support.

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

1. Effectiveness will be measured by staff surveys, feedback from grade team leaders, and informal feedback from teachers.
2. Effectiveness will be measured by staff surveys, feedback from grade team leaders, and informal feedback from teachers.
3. Student progress will be measured using Acuity performance assessments on a quarterly basis. Data will be tracked and compared to previous years' results.
4. Increase in Acuity and MS ELA performance, as measured by the State exams
5. Increase in Acuity and MS ELA performance, as measured by the State exams. Effectiveness will be measured by staff surveys, feedback from grade team leaders, and informal feedback from teachers.

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

1. September to October-- Assess student performance levels, adjusting curriculum plan for the year to meet gaps that exist
2. November to April-- Implement targeted lessons with differentiation to best meet individual student and groups of students' needs.
3. January-- Implement periodic assessments for tracking data
4. February-- Implement student reader notebooks
5. November to April-- Implement targeted lessons with differentiation to best meet individual student and groups of students' needs.

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

1. Professional Development will be aligned to support this goal.

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).

Workshops will be held on Tuesday nights prior to PTA meetings to educate parents on the CCSS instructional shifts and topics their children are learning.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Regents Prep or MS Test Prep Homework Help Individualized Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, AIS pull out)	During school hours, advisory time, lunch time, after school, during class through differentiation, study lab sessions, video, online resources and Saturday school.
Mathematics	Regents Prep or MS Test Prep Homework Help Individualized Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, AIS pull out)	During school hours, advisory time, lunch time, after school, during class through differentiation, study lab sessions, video, online resources and Saturday school.
Science	Labs Regents Prep Homework Help Individualized Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, AIS pull out)	During school hours, advisory time, lunch time, after school, during class through differentiation, study lab sessions, video, online resources and Saturday school.
Social Studies	Regents Prep Homework Help Individualized Assistance and differentiated activities Advisory	Various (small group, one-to-one, peer tutoring, AIS pull out)	During school hours, advisory time, lunch time, after school, during class through differentiation, study lab sessions, video, online resources and Saturday school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conference Study Lab Small group guided sessions	Various	Various

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

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

All QC staff is highly qualified. They run the gamut from first year teachers to those with over fifteen years. Our intention is to always hire the BEST person for the job, not the least expensive. We also work to make certain the employee is a good match for our school. We require the utmost commitment from our teachers to grow and learn exponentially with the students for the students' benefit.

Toward that end, prospective teachers begin a multi-layered hiring process. Teachers contact us when they have an interest in our school. Administration cull the submitted resumes to find the very best qualified applicants in the areas we need staff. We vet the resume by calling recommendations and send the applicant an email with over 45 bullet points of expectations of staff at QC. Applicants whose resumes pass muster are then invited to an Open House. The Open House includes a writing sample, observations and conversations with current staff, a demonstration followed by a debrief with students, and a deep conversation with administration and the cabinet.

Our teachers know they are valued and would not be here if we did not know they were skilled and willing to grow professionally. We put a priority on providing meaningful support to staff as they work to improve student achievement and their own practice. Because of this and the fine school we have with engaged and caring students, we have very little staff turnover. We still have seven staff members who founded our school in 2008. These four teachers, secretary, guidance counselor, and Assistant Principal account for 63.6% of our founding staff.

Because we are a small school with a small budget, we need to use everyone as efficiently as possible. Our staff works very hard as we program to offer our students the experiences, courses, and opportunities necessary for graduation and college preparedness. This requires teachers to go above and beyond constantly and consistently to meet these needs. All of our teachers have opportunities for professional development and we encourage our staff to learn as much as they can. We have professional development at school every Wednesday afternoon. Weekly PD allows us to make real headway in the initiatives from the DOE and from the goals and missions that our school prioritizes.

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).

We have weekly professional development as an entire staff to ensure our students' work meets CCSS. Additionally, teachers collaborate on Monday mornings to ensure alignment between classes. On Wednesday mornings, teachers engage in parent outreach to provide support for our families.

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.).

All funds are used for the purpose intended. Students in Temporary Housing funds are used to support our students who meet these criteria. It may include purchasing basic school supplies or providing additional tutoring after-school to ensure that they do not fall behind their peers. All other funds are used in similar methods.

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.).

We are not an elementary school.

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.

Grade and department team teacher-leaders meet every other week with the Principal and the Assistant Principal to discuss instructional and logistic decisions. We analyze the benefits of each assessment and determine which provides the information we need to make informed curricular decisions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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.

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	\$307,020.78	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	\$4,006,987.00	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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Queens Collegiate</u>	DBN: <u>28Q310</u>
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>62</u>
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: Queens Collegiate will allocate 70% of our Title III funding to direct instruction. Queens Collegiate has four certified ESL teachers providing instruction for our Title III OST program: Ms. Sydney Barnes, Ms. Nancy Rosendo, Ms. Leona Dalphond, and Ms. Nikki Chamblee. The language of instruction for all of the programs will be English. Queens Collegiate will provide four separate programs of OST support using Title III funding:

1. The middle school supplemental instructional program is needed to provide support for ESL students outside of the mainstream general education classroom. During the school day, middle school ESL students have one ESL teacher who pushes into their mainstream classes. However, the students need additional supplemental support to help them succeed. The overall goal for Title III Middle School Supplemental Instruction is to strengthen the students' skills in the four modalities of listening, speaking, reading and writing. The supplementary program will impart practical and essential skills to our young learners, with the aim of helping them to access the language and content necessary for academic success. This goal will be achieved through the implementation of the following instructional activities:

a. Readers Workshop and Writers Workshop: We will work to improve ELLs' written command of the English language, a skill absolutely critical to college and career readiness, as well as for success in school and with State examinations. These workshops will provide students with mini lessons, consisting of specific vocabulary building, reading, writing and grammar strategies that students can use to successfully complete classwork and homework assignments in all content-areas. Materials that will be used include the ActiveBoard, laptops, chart paper, notebooks, one easel and math manipulatives.

b. Applied Learning Strategies for Test Taking

Test preparation will also include mini lessons on test-taking strategies to help students make smart decisions during examination time, so that they can meet the challenge of test taking with less stress and more mental preparation. In addition, students will be familiarized with the NYSESLAT test format in order to better prepare them for standardized and periodic testing. The instructor will use examples of NYSESLAT questions available online.

The Middle School Supplemental Instruction program is designed for 21 participants in grades six, seven, and eight. The students' same push-in ESL teacher will provide the additional instruction. Of these 21 students, ten students are Bengali native speakers, six students are Spanish native speakers, one student is a Ndebele native speaker, one student is a Dutch native speaker, one student is a Pashto native speaker, one student is a Russian speaker, and one student is an Urdu native speaker. Eight

Part B: Direct Instruction Supplemental Program Information

students are male and 12 students are female. The students range in English proficiency levels from beginner to advanced. Thirteen of the 21 students are advanced, six are intermediate, and two students are beginner. Five of the 21 ESL students have an IEP. None of the students are over-age. By offering a supplemental program, these students will gain the skills needed to advance their proficiency levels and receive the additional help they would not be able to afford otherwise. The program will be offered over the course of 26 weeks. There will be two 60-minute sessions per week for a total of 2 hours of instruction. Two hours of weekly instruction over the course of 26 weeks gives a total of 52 hours at a rate of \$51.51 per hour of instruction. The budget for this component of the program is \$2,678.52. In order to reach all students, the two sessions will be held after school. Students will be required to attend the two sessions per week. English will be the language of instruction, with supports in the home language as needed. Students will have use of laptops and other technology. The teacher will have use of the Activboard to provide supplemental lessons and instruction, as well as to maximize efficiency in instruction. Through this program, students will be given an opportunity to advance more quickly towards English proficiency and towards meeting their academic and personal goals.

2. Many high school ELLs require extra time and support with instructional staff to succeed in their classes. An after school program, or "9th period," will give students extra opportunities for help from ESL certified instructors. The overall goal of the Title III High School Supplementary Instruction program is to strengthen the students' skills in the four modalities of listening, speaking, reading, and writing. The program will also seek to impart practical and essential skills to our students, with the aim of helping them to access the language and content necessary for academic success. The goal will be achieved through the implementation for the following instructional activities:

a. Readers Workshop and Writers Workshop: We will work to improve ELLs' written command of the English language, a skill absolutely critical to college and career readiness, as well as for success in school and with State examinations. These workshops will provide students with mini lessons, consisting of specific vocabulary building, reading, writing and grammar strategies that students can use to successfully complete classwork, homework assignments in all content-areas, and DBQ essays for school, State exams, and college. Students will have the opportunity to practice their oral English proficiency in a small instructional setting. Materials that will be used include the ActiveBoard, laptops, chart paper, and notebooks.

b. Applied Learning Strategies for Test Taking

Test preparation will also include mini lessons on test-taking strategies to help students make smart decisions during examination time, so that they can meet the challenge of test taking with less stress and more mental preparation. In addition, students will be familiarized with the NYSESLAT test format in order to better prepare them for standardized and periodic testing. The instructor will use examples of NYSESLAT questions available online.

Queens Collegiate's high school ESL students comprise mostly Bengali- and Spanish-speakers, with 43.9% of students speaking Bengali as a native language and 36.6% of students speaking Spanish as a native language with the other 19.5% consisting of students speaking French, Creole, Tamil, Urdu, Pashto, and Tagalog. The 9th period after school program is designed for 40 students in grades 9-12 and will address the needs of English Language Learners of various levels. Students will report for 9th period after school on either Tuesdays, Wednesdays, or Thursdays from 3:00 - 4:00 p.m. Students will be required to attend twice a week every week until the end of the school year for a total of 26 weeks. Instruction will be in English to immerse students in the target language. There will be two certified ESL teachers providing direct instruction. Students will use laptop computers and iPads to access a variety of softwares and internet information to give them every possible resource to succeed in school and build critical

Part B: Direct Instruction Supplemental Program Information

technological skills. This component of the program will use 48 hours of per-session funding at a rate of \$51.51 with fringe for a total of \$2,472.48.

3. We have identified a need for supplemental scaffolding in STEM subjects for ELL students to pass State examinations. A certified ESL teacher will work in collaboration with science content teachers to develop targeted ELL instruction in the STEM subjects. This program will have a duration of up to 22 hours of per-session instruction and is designed for 30 participants in grades 9-12. The budget for this component of our Title III program will be at a rate of \$51.51 for 22 hours (one hour per week over the course of 22 weeks) for a total of \$1,287.75. This instruction will be delivered after school on either Monday or Wednesday.

4. In order to prepare our English Language Learners at Queens Collegiate for the New York State English Second Language Achievement Test, we are offering NYSESLAT test preparation to all current high school English Language Learners. Instruction will focus on strategies for test-taking success in reading and writing. This program is designed for 40 participants and will take place after school three days a week for one hour each day, or on twelve Saturdays from 9:00-12:00 p.m. (February – April). Availability of students will be taken into consideration for deciding the program schedule. The program is designed for forty high school ELLs, and support will be provided by two certified ESL teachers with instruction in English; making the student/teacher ratio 1:20. NYSESLAT preparation packets in combination with instruction support on the Activboard will be used. Use of school iPads will also be incorporated for extra support. NYSESLAT preparation will be offered to all high school students who will be taking the NYSESLAT in 2015. Grade levels: 9-12 Subgroups: 18 students speaking Bengali as a native language, 15 students speaking Spanish, 2 students Urdu, 2 students speaking Tagalog, 1 student speaking Timal, 1 student speaking French Haitian Creole, 1 student speaking Haitian Creole, and 1 student speaking Pashto. Budget Breakdown: 10 weeks x 3 days per week (1 hour per day) = 30 hours x \$51.51 = \$1,545.30.

Queens Collegiate will allocate 10.3% of our Title III budget to purchasing books and supplies for our OST program. These materials will include NYSESLAT preparation books as well as classroom supplies. This fund will also be used for transportation and admission tickets necessary for our parent engagement activities (see below). 10.3% of our \$11,200 Title III budget is \$1,157.41 for materials.

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: Queens Collegiate will dedicate 10% of our Title III funding to provide professional development. This Professional Development is needed because we have hired three new ESL teachers this year who are not familiar with the NYC DOE data systems. Professional development will focus on collecting and analyzing data from the NYC DOE Aris data system for the students participating in the Title III program. We will meet for a sequence of sessions to learn to analyze data on

Part C: Professional Development

an ongoing basis during the Title III program. We will learn to extract data to evaluate the success of the instruction provided. The teachers who will receive this training are: Sydney Barnes, Nancy Rosendo, and Leona Dalphond. The budget for our Professional Development component will be \$1,120 which is 10% of our total Title III funding allocation.

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 two parent engagement activities that we will be holding are a potluck and a visit to a New York City cultural site. These two events will impact higher achievement for English Language Learners by increasing parent involvement and helping to build relationships among parents, students, and their ESL teachers. A potluck will be held during the winter. ELLs and their parents may contribute a dish of food that is from his or her culture. Discussion topics will cover the importance of parent involvement, strategies to support our ELLs at home, and also helping our children succeed at school. The New York City trip will take place in the spring. We will invite parents, students, and their families to join us on a trip to NYC. Places to consider include the Statue of Liberty, Central Park, a museum, etc. Details of the trip are TBD. At this event we will address the upcoming NYSESLAT and talk about the progress of our English Language Learners. All three ESL teachers will attend: Sydney Barnes, Nancy Rosendo, and Leona Dalphond. Parents will be notified by a note sent home, email, and a phone call. Budget Breakdown: Potluck 2 hours x 3 teachers = 6 hours. NYC trip 5 hours x 3 teachers = 15 hours. Total 21 hours x \$51.51 = \$1,081.71.

Part E: Budget

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

Allocation Amount: \$ _____

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	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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 28	Borough Queens	School Number 310
School Name Queens Collegiate		

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 Jaime Dubei	Assistant Principal Robert McMahon
Coach Rashida Abdul-Malik	Coach Josh Bush
ESL Teacher Gina Giambanco/ESL	Guidance Counselor Ms. Bello
Teacher/Subject Area Kimberly Masiello/ ESL	Parent
Teacher/Subject Area Sarah Campbell/ESL	Parent Coordinator Roger Erskine
Related Service Provider	Other NA
Network Leader(Only if working with the LAP team)	Other NA

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	656	Total number of ELLs	59	ELLs as share of total student population (%)	8.99%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-in	0	0	0	0	0	0	1	1	1	0	1	1	0	5
Pull-out	0	0	0	0	0	0	2	2	0	7	7	7	7	32
Total	0	0	0	0	0	0	3	3	1	7	8	8	7	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	35	ELL Students with Disabilities	5
SIFE	5	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	7

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	35	0	0	17	5	4	7	0	1	59

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	35	0	0	17	5	4	7	0	1	59
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>N/A</u>

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	0	0	0	0	0	0	6	3	0	3	8	0	2	22
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	3	8	1	3	5	1	4	25
Urdu	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	1	1	2	4
French	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0	2	0	1	1	5
TOTAL	0	0	0	0	0	0	11	11	1	8	15	3	10	59

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	1	2	0	0	6	1	1	11
Intermediate(I)	0	0	0	0	0	0	2	2	0	4	3	1	4	16
Advanced (A)	0	0	0	0	0	0	8	7	1	4	5	1	6	32
Total	0	0	0	0	0	0	11	11	1	8	14	3	11	59

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	0	0	0	0	0	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	4	6	0	0	10
6	7	3	0	0	10
7	1	0	0	0	1
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	6	0	5	0	0	0	0	0	11
6	6	0	5	0	0	0	0	0	11
7	1	0	0	0	0	0	0	0	1
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	7	0	5	0	1	0	18
8	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12	7	2	1
Integrated Algebra	29	19	23	13
Geometry	3	2	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>N/A</u>	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	9	3	1	0
Living Environment	24	13	8	5
Physics	0	0	0	0
Global History and Geography	16	7	5	2
US History and Government	8	0	4	0
Foreign Language	3	3	3	3
Other <u>N/A</u>	0	0	0	0
Other <u>N/A</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
While the school does not have a formal assessment to assess the early literacy skills of our ELLs, ESL teachers have independently implemented TCRWP. The data shows that in the middle school many of the ELLs have oral reading proficiency that is at or near grade level, however, reading comprehension is far below grade level. The high school data is similar to the middle school. The school's ESL

teachers use this data to inform instruction by ensuring ESL students are taught the basic skills they need to build their comprehension skills. The ESL teachers also ensure there is reading material at varied levels as well as dictionaries available.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELLs with IEPs often times are long term ELLs.
The lower the level of proficiency, the quicker the students move to the next level. The higher the proficiency level, the slower the students advance to the next level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. For our ESL Program, students have comparable class pass rates to general education students. ESL student Regents scores have a passing rate of 79% in Algebra and 50% in U.S. History. The pass rates for Earth Science, Living Environment, Global History, and English 11 are less than 50%. Students are provided with the exams in both English and their native language.
 - b. Using the results of the periodic results allows school leadership and teachers to assess students achievement to measure if it was higher than it was before the teachers had been exposed to more training (attending professional development and incorporating new CCSS). In addition, incorporating periodic review is a built-in feature of such successful ESL program.
 - c. From the Periodic Assessment, the school learns how each student is faring in all four language domains. From this data, we are able to exactly target the needs of each student. We are able to take the data from each Periodic and compare the results to the NYSESLAT and to previous Periodic tests. based on the results, we are able to provide native language assistance as needed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Content area teachers often have an ESL coteacher in the classroom with them. The ESL teacher ensures the developmental needs of ELL students are being met. This often happens through the use of added pictures in the PowerPoint, skeleton notes, graphic organizers, and small group instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of our ESL program, we use data from the Regents for the high school and the state ELA and math tests for the middle school. We also use data from the ESL Periodic and the NYSESLAT, as well as students' report cards. Additionally, the ESL team takes a holistic approach to evaluating success through the use of portfolios.

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](#).)

Queens Collegiate takes several steps for the initial identification of ELL students. Parents of students new to the New York City system are given the Home Language Identification Survey (HLIS). The HLIS includes an informal oral interview in English and in the native language when needed. Upon entry in our school, these students are also administered the LAB-R exam, by a certified ESL teacher, which provides an assessment of the students language levels in speaking, listening, reading and writing. The optional writing assessment for the LAB-R is also administered and kept as an initial evaluation of the student's language production abilities. Our assistant principal supervises the administration of the LAB-R, and our three certified ESL teachers administer and participate in the execution of the LAB-R exam.

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.
Upon entry into our school, parents of potential ELL students are identified through the HLIS. The LAB-R is then administered to these students within the first 10 days of their enrollment. Results are immediately tabulated and a list is compiled of students qualifying for ESL services. These students' parents are called in the next day and given an orientation that includes a video describing the choices for ELL programs in NYC. The orientation also provides a written description of the programs provided in the parent's home language as well as in English. Parents are given the opportunity after the orientation to make a formal choice of a program (Transitional Bilingual, Dual Language, Freestanding ESL) appropriate for their child. Upon their choice, immediate action is taken to enroll the student in the appropriate program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are given out during the orientation process. Parents are given a choice of Transitional Bilingual Education, Dual Language and Freestanding ESL. Our supervising assistant principal remains in contact with the parent to ensure that entitlement letters, a parent survey and program selection forms are returned. The returned letters are then stored in a secure and locked filing cabinet. A copy is also put into the students' file and school's ESL binder.
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.
Our school does not have Dual Language or Transitional Bilingual programs. Parents who would indicate that these programs are preferred are referred to the Queens Integrated Service center for placement in one of these programs. During the parent meeting a translator or teacher who speaks the parent's native language is present, who can communicate effectively, so that the information is clearly and accurately communicated.
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.
All administrators of the NYSESLAT have had special training in administering the test. All testing materials remain secured until appropriate administration dates. To minimize the number of testing irregularities, assistant principal and ESL teachers conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved with administration and scoring. Answer sheets are prepared prior to conducting the NYSESLAT. Listening, Reading and Writing subtests are given in the students' classrooms. The Speaking portion is conducted on a one-on-one basis in a location separate from other students. Answers are recorded using an iPad and saved, to be graded by an appropriate teacher. Testing rooms are cleared and prepared according to the School Administrator's Manual prior to the exam.
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. 
So far, all parents have indicated that they desired the ESL program provided by our school. Our current ESL program models currently align with the parents' requests.

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. A Push-In Co-Teaching model is used across the curriculum to ensure ELLs access to ESL instruction. Practiced co-teaching models include: One Group: One Lead Teacher and One Teacher "Teaching on Purpose," Two Groups: Two Teachers Teach Same Content, Two Groups: One Teacher Re-teaches; One Teacher Teaches Alternative Information, Multiple Groups: Two Teachers Monitor/Teach, and One Group: Two Teachers Teach the Same Content. In addition to co-taught instruction, two Free-standing ESL instructional periods are offered at the secondary level for a full period: Beginner/Intermediate and Intermediate/Advanced.
 - b. Our program model integrates ELL students into our general education classes. Students do not travel as a block or group. ELL classes are integrated into the general education model, so some courses are Ungraded and students are enrolled together irrespective to their grade levels but aligned to the content area and credits that they need. Our ELLs are also in Heterogeneous classes so that proficiency levels are mixed in their general education and push-in ESL classes.
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)?

Because we have 3 teachers who are certified in ESL, we are able to meet and often times exceed the CR Part 154 requirements for mandated minutes for our ELL students. Advanced students receive at least one unit or 180 minutes of ELL instruction per week. Intermediate students receive at least 2 units or 360 minutes and beginner students receive at least 3 units or 540 minutes of ESL instruction by a certified ESL teacher.
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.

Our ESL teachers use several strategies to make content comprehensible to our ELL students and to enrich language development. Our English language immersion ESL program ensures that all ELL students have a consistent exposure to the English language at an appropriate level of rigor. Teachers also make native language dictionaries and materials available to students as needed. In addition, best practices from the SLOP model are incorporated into co-taught lessons to support the ESL students and make content

comprehensible. These include: building background knowledge, clearly explaining tasks, modeling, hands-on materials, visuals, demos, gestures, film clips, and scaffolding techniques throughout lesson --think-alouds, paraphrasing, partnering.

Teachers use classroom assessments to determine ELL students' comprehension of the content.

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

ELLs are given the opportunity to take bench mark assessments and formal assessments/practice assessments (NYS Regents) in their native lanugages when applicable.

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

We give the NYS English Language Learner (ELL) Periodic Assessments. These tests are designed to measure student progress in English language proficiency and to predict performance on State English language acquisition tests. The results are intended to provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction. These tests assess the four modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

a. At this time we have five ELL students who has been identified as a SIFE student through ARIS. Our Academy provides a supportive environment that responds to the students' social, cultural, and linguistic needs. Our school incorporates collaboration models across high school academic departments to support linguistic and academic development. Additional budget funding is allocated to allow ELL co-teaching which increases sheltered instruction.

b. Queens Collegiate follows a plan to have our ELL students attain proficiency according to their English level upon entry into Queens Collegiate. Newcomers (1-3 years in US schools) are expected to make exemplary gains on the NYSESLAT assessment. Our ESL teacher tracks student proficiency gains. Advanced students are assessed for attaining proficiency in one year. Intermediate students are expected to reach the advanced level in one year and to reach proficiency in the next year. Beginner students are also expected to reach advanced level in one year and are expected to reach proficiency in the next year. Additionally, because of NCLB, all ELLs of all proficiency levels are mainstreamed into a regular ELA content area course with the support of a push-in ESL teacher. This is to ensure that they have access and support for the ELA curriculum required for testing.

c. Our ESL teachers assess students who have not reached proficiency on the NYSESLAT in the 3-year window so that our school can differentiate instruction and help the student reach proficiency. For these students, it is important that we evaluate their individual challenges and relay this to the general staff so they can be aware of our their specific needs in each of their classes.

d. Long-Term ELL students are indicated in the NYC ARIS data system. Our assistant principal monitors the progress of these students to ensure that they are making full annual progress. The ARIS system also gives data indicating if students are making full annual progress. We currently have no enrolled and attending Long-Term ELLs this year. However, if we were to have them, we would assess their NYSESLAT sub-area scores and create an educational plan targeting their weakest skills.

e. We service these students through our Collaborative Team Teaching instructional program. In addition, we are permitted to provide LEP/ELL testing accommodations on NYS assessments to former LEP/ELLs for up to two years after testing at the proficient level on the NYSESLAT.

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?

- Use visuals that reinforce spoken or written words.
- Employ gestures for added emphasis
- Adjust speech: Speak slowly; enunciate; use longer natural pauses; repeat words or phrases
- Exaggerate intonations at times.
- Stress high-frequency vocabulary words.
- Use fewer idioms and clarify the meaning of words or phrases in context.

- Stress participatory learning.
- Maintain a low anxiety level and be enthusiastic.

*In addition, our ELLs are provided with technology to support ELL instruction and engage ELLs in content area classes (iLearn)

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?

We service these students through our Collaborative Team Teaching instructional program.

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:	0	N/A	N/A
Social Studies:	0	N/A	N/A
Math:	0	N/A	N/A
Science:	0	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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

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

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

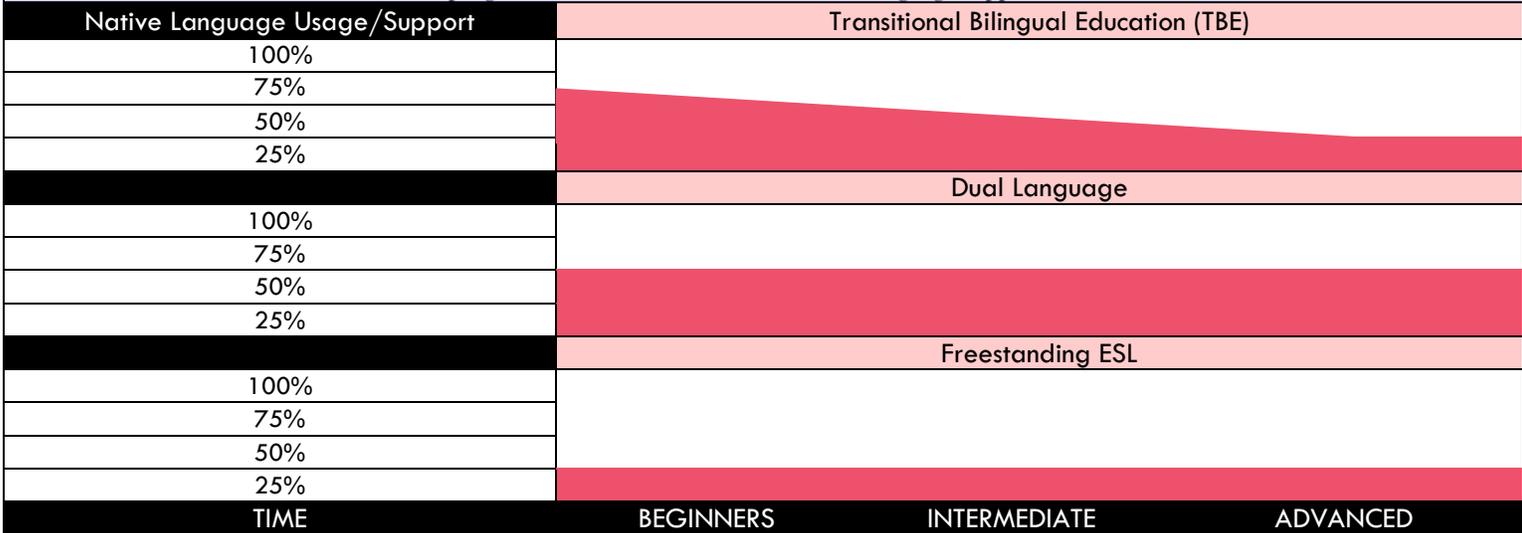
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

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.
Queens Collegiate has targeted intervention for ELLs in ELA, Science, Social Studies, and Math using push-in support from our ESL certified teachers. The ESL teachers provide scaffolds for materials and instruction for these students while the content teacher directs the curriculum. We have also created inquiry teams that track the progress of our ELLs across all content areas to ensure that our ELLs are succeeding to the maximum of their capacity. Particular attention is paid to our beginner and long-term ELL students. Interventions for beginner ELLs involve keeping track of their work and ensuring they are being fairly graded in their classes through modifications made to accommodate their language needs. For long-term ELLs, particular attention is given to addressing the specific sub-area in which they need targeted support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently our program utilizes collaboration and co-teaching. ESL students learn in a language-rich environment that does not isolate them from their peers. This instructional delivery approach is meeting the needs in both content and language development. The mainstream teacher and ESL teacher share responsibility for planning, delivering, and evaluating instruction for the class, where all students are valued members. To help English language learners master core content and develop English language proficiency, best practices from the SIOP Model are incorporated daily into each lesson. Research-based methods and practices for implementing high quality instruction for ELLs include—clear enunciation, the use of visuals and demonstrations, scaffolded instruction, targeted vocabulary development, student-to-student interaction, and adaptation of materials. There is a focus on specific language objectives as a means of improving academic outcomes for ELL/LEP students. These language objectives are presented alongside content objectives for core content subjects.
11. What new programs or improvements will be considered for the upcoming school year?
This year we have incorporated an ESL Academy into our daily instruction. ELL students are supported through the use of technology (iLearn) to gain credit in major core content subjects. A certified ESL teacher facilitates this online learning, and provides one on one instruction for ELLs who are struggling.
12. What programs/services for ELLs will be discontinued and why?
Two periods of co-teaching have been reduced to one period. ESL Academy has been incorporated in place of the additional period.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our school culture supports respect for diversity, professional development, equal access to resources, opportunities for collaborative practices, and administrative support. In addition to in school ESL services, there is an optional period (9) of ESL offered at the end of each school day for homework help, study support, and access to computers. At all times there is a certified ESL teacher present for ESL students who would require extra support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Outside of the co-teaching classroom, we use Compass Learning (iLearn) to support ELL instruction. Compass Learning is web-based, interactive, and engaging—even for struggling students. The multimedia-rich environment and animated lessons keep students engaged while their language and content based subject skills improve. The ELL program uses a communicative, interactive, experiential approach. The lessons focus on content, and weaves language skills into exploratory activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Translations and/or reading material in students' first language are provided when appropriate. Bilingual dictionaries and glossaries are available on a regular basis.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
ESL students are programmed to take their core content subject classes at the appropriate grade that all students complete these credits. An ESL teacher pushes in to these classes to service the ELLs and offer support. In addition, iLearn and Compass instruction

is delivered at appropriate age and grade levels based on number of credits needed.

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.

Our summer orientation for ELLs is an individualized service where new ELLs and their parents can meet the principal and assistant principal, take a tour of the school, and become familiar with the school programs and policies. ELLs are also invited to partake in the general orientation for newly enrolled students which allows them to meet new students, advisory teachers, who are ESL certified staff, and become familiar with the layout of the school. Through the school year, during the first initial 10 days of enrollment, new students meet with an ESL teacher to be informally evaluated and given the LAB-R. At this time, the teacher finds out about the student's background, homelife, interests, ect. A buddy is assigned, usually of the same native language, to help answer any questions and assist in the newcomers first days of their transition.

18. What language electives are offered to ELLs?

Students are offered both Spanish as a Second Language and English as a Second Language.

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)?

Not Applicable.

C. Professional Development and Support for School Staff

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

1. We have four teachers of ELLs at our school. These teachers are Kimberly Masiello, Sarah Campbell, Gina Giambanco, and Jennifer Ungar. Teachers of ELLs at Queens Collegiate constantly participate in professional development courses given by the City as well as course given by outside agencies. Some of courses that teachers have attended include a course on Common Core teaching strategies for teachers of ELLs and a course on the SIOP model. Every Wednesday afternoon, our school has professional development where we discuss different topics, including the teaching of ELLs.

2. News and PD Opportunities for Educators of ELLs are received by the QC ESL staff on a regular basis from our district contact. ESL teachers attend outside professional development workshops and training sessions relating to language development and how Common Core Learning Standards are to be integrated into the ESL programs. They also attend workshops that showcase new research related to second language acquisition. All teachers (of gifted, general, and special education) and paraprofessionals are engaged in collaborative teams where student work is examined, and progress of ELLs and SWDs is particularly examined, discussed, and next steps planned. Staff also participate in monthly conferences conducted by administration with professional development topics ranging from interpreting data for subgroups (including ELLs), to communicating with all families (including families of ELLs). School secretaries and the parent coordinator attend district training in order to meet the needs of all families, including those of ELLs, who come to or call on the school to meet their children's needs.

3. As a middle school and a high school, we have students moving from fifth grade to sixth grade and from eighth grade to ninth grade. In order to help students make the transition from elementary school to middle school and from middle school to high school, we offer daily advisory. Advisory helps ELLs have a comfortable place to go to speak about their experiences. Three of the school's advisories are only for ESL students.

4. The staff at Queens Collegiate participate in team time meetings two to three times a week. These are times when grade teams meet together to discuss and plan lessons together, look at student artifacts, and discuss data. Many of these teams have an ESL teacher on them. Furthermore, the school offers weekly Wednesday afternoon professional development for all staff. Once per month, these meetings revolve around the school's special populations.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1- The ESL team holds an ESL Family Night once to twice per year. This is an evening for ESL families to get to know one another better and to form a more tightly knit community.
 - 2- Queens Collegiate partners with parent academy to provide communication.
 - 3- We evaluate the needs of parents through speaking with them at parent teacher conferences, through communicating with them via email and over the phone.
 - 4- Through speaking with families at conferences, we noticed many ESL families do not know the other ESL families at the school. Since we have a high population of Bengali and Spanish speakers, we decided a family night would be beneficial for families to begin to form support networks with other families.

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.

ESL Academy: Credit Recovery, Regents Preparation, One-on-one Instruction

Queens Collegiate offers five periods of academy throughout the day. Subjects taught in this online learning environment include English, Global History, U.S. History, and Spanish. This model helps us keep students on track with online credit recovery. Aventa online courses are taught and delivered by the ESL teacher. We provide our language learners with a modified online program as well (Compass Learning) which incorporates a lot of visuals and videos, and simplifies concepts and language so that grade level content is accessible to all. Students either take the course in conjunction with a regular regents class, or after the completion of a class in which extra practice and time is needed to prepare for the related upcoming NYS Regents exams. Coupled with this platform, ESL teachers deliver targeted instructional support using Castle Learning through online review, assessment, and data reporting. This learning environment also affords teachers to act as a facilitator and to provide one on one support to any language learners who may be struggling in a particular area.

Part VI: LAP Assurances

School Name: Queens Collegiate

School DBN: 28Q310

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jaime Dubei	Principal		11/14/13
Rob McMahon	Assistant Principal		11/14/13
Roger Erskine	Parent Coordinator		11/14/13
Kim Masiello	ESL Teacher		11/14/13
	Parent		11/14/13
Sarah Campbell	Teacher/Subject Area		11/14/13
Gina Giambanco	Teacher/Subject Area		11/14/13
Josh Bush	Coach		11/14/13
Rashida Abdul-Malik	Coach		11/14/13
Yahira Bello	Guidance Counselor		11/14/13
Maria Cristina Jimenez	Network Leader		11/14/13
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q310 School Name: Queens Collegiate

Cluster: 04 Network: 402

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.

Our school uses the Home Language Identification Survey to assess our school's written and oral language needs. Specifically, we use Part 1, question 5, "What language is spoken in your child's home most of the time?"; Part 3, question 1, "In what language would you like to receive written information?", and Part 3, question 2, "In what language would you prefer to communicate orally with the staff?" We also consider the number of translation requests made directly to the school as well as any requests made for translations on a student's IEP (individualized education plan). The school's secretary fields all direct parent translation requests. The ESL Coordinators maintain the Home Language Identification Surveys in the school's ESL binder with all other important ESL related documents and reports.

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

Based on our school's written translation and oral interpretation data collection, we have found a need for both oral and written translations in the languages most prevalent at our school. These are Bengali and Spanish. We have 30 Bengali speaking families and 24 Spanish speaking families, all of whom require oral translation and written interpretation.

We have disseminated this information to the staff at our school through a spreadsheet which lists all of the ESL students at our school and necessary data.

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.

All information sent home to students in English will be translated in house by staff members to the language identified on the Home Language Identification Survey. Typically, we anticipate being able to meet all written translation needs in house, but, if we are unable to, we send documents to the New York City Department of Education Translation Unit.

For certain documents provided by the City to be sent home to parents, the school uses DOE translated documents, if available.

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.

Oral interpretation will be available at parent teacher conferences and all other events where families are invited. Oral interpretation will be provided in house by staff members and by the Department of Education Translation Unit, as needed. Specific languages will be identified based on the Home Language Identification Survey, as described in Part A.

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>.

Section A: Queens Collegiate sends the Bill of parent rights home with all ELL students in paper form.

Section B: Queens Collegiate posts "Welcome Parents" signage at the school entry in all languages and includes direction to our Main Office.

Section C: The Queens Collegiate Safety plan includes procedures for ensure that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

Section D: This Section does not apply to Queens collegiate because the has fewer than 10% of students with ELL needs.

Section E: The Department's website provides the information stated.