

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

**DBN: (i.e. 01M001):**

**28Q338**

**School Name:**

**QUEENS SATELLITE HIGH SCHOOL FOR OPPORTUNITY**

**Principal:**

**MARK MELKONIAN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 28Q338  
School Type: Alternative Transfer School Grades Served: 9-12  
School Address: 162-02 Hillside Avenue, Jamaica New York 11432  
Phone Number: 718-657-3920 Fax: 718-658-3920  
School Contact Person: Mark Melkonian Email Address: mmelkonian@schools.nyc.gov  
Principal: Mark Melkonian  
UFT Chapter Leader: David Kupfer  
Parents' Association President: Deborah Tubbs  
SLT Chairperson: David Kupfer  
Student Representative(s): Michelle Harris

**District Information**

District: 28 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Brooklyn, NY 11212  
Superintendent's Email Address: Lrobinson5@schools.nyc.gov  
Phone Number: 718-778-7385 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 108 Network Leader: Lisa Pilaski

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mark Melkonian	*Principal or Designee	
David Kupfer	*UFT Chapter Leader or Designee	
Deborah Tubbs	*PA/PTA President or Designated Co-President	
Betty Morano	DC 37 Representative, if applicable	
Michelle Harris Earnest Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jinder Kumar	Elected Parent	
Robert Garnes	PA Recording Secretary	
Lorraine Whyte	PA Treasure	
Luz Rojas	Elected UFT	
Vincent Congello	Elected UFT	
Alison Babfemi	Elected Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

#### Section 4: CEP Overview

Develop a narrative summary that includes:

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

Queens Satellite High School for Opportunity is a transfer high school that provides an alternative, rigorous learning environment for overage and under -credited students. Our mission is that through persistence and questioning, all students will become creative, critical thinkers prepared for college and a career.

We have set high expectations for both the staff and ourselves with the challenge of providing our young people with a rigorous education. Real change takes time. We make sure that we have high expectations for our teachers and students. At the same time we developed structures to hold all constituents accountable. We are proud of the hard work and initiatives that we have put in place.

Our focus continues to be on the NYS Consortium's Performance Based Assessments Tasks (PBAT), which is aligned to the Common Core Learning Standards. Skills such as; analyzing, questioning, researching, and using evidence are enhanced during the preparation for the PBAT. We cultivate the Habits of Mind, which foster persistence, questioning, and curiosity. The instructional focus of planning, questioning, and assessing stimulate the rigorous learning environment. This is evident in student work portfolios, the consortium rubrics, and the level of questioning and higher order thinking in the classroom. All students are expected to make meaning, analyze information, and use evidence to defend their positions.

Our collaboration and partnerships with the Ritz Carlton, New York Times, St. John's University, Queens Borough Community College, and Borough of Manhattan Community College provide a framework designed to broaden the horizons of our students to help them navigate diverse educational, social, and professional situations. The Ritz Carlton provides an annual Career Day and Job shadowing day that is the highlight of any student's year. The mentors focus on job readiness skills and make real world application for our students. Students also visit college campuses and attend Financial Aid and College orientation presentations. Our teachers all serve as an Advocate to our students. This creates a nurturing environment holding our students accountable for their academics, attendance, and behavior. We have created a community of learners in which we cater to the academic and social-emotional wellbeing of all of our students.

Last year our focus was to strengthen our Instructional Core (1.1 and 1.2). Our teachers collaborated to develop and align curricula to the Common Core Learning Standards, giving our students opportunities to engage in rigorous academic tasks. During common planning time our teachers worked collaboratively to plan lessons and units requiring our students to engage in higher order thinking. Our teaching practices and strategies include routines and scaffolds consistently supporting students in developing high-level work products and high level engagement .

Our instructional focus this year is to create student centered classrooms through high level questioning and student led discussions. We plan to continue to improve and strengthen teacher effectiveness, our culture of learning, and professional development by involving all teachers in the cycles of observation and feedback focusing on planning, assessment, and questioning.

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

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

### Part 1 – Needs Assessment

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

Upon review of the Learning Environment Survey, our school has improved its levels of academic expectations from 2013-14. Despite this increase we recognize the importance of maintaining and improving upon a rigorous framework for our instructional expectations. Based on our Developing School Quality Review last year, we displayed significant improvement in the areas of rigorous curriculum and engaging instruction. Our focus this year is the continual, ongoing modification and adjustments to improve both pedagogy and curriculum.

### Part 2 – Annual Goal

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

100% of our teachers will modify curriculum, unit plans, and course outlines that include multiple formative and summative assessments and questioning and discussion strategies by utilizing the Danielson framework as a guide for revision and reflection.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ol style="list-style-type: none"> <li>1. Our focus this year is ongoing planning, modifications and adjustments of our course outlines, curricula maps, units, lesson plans, and assessments. Teachers collaborate on modifications during common planning time, professional development. Professional development has been geared towards linking the City Wide Instructional Expectations with planning, questioning, and assessment.</li> </ol>	All students	August 2014- June 2015	Committee of teachers, Administration, Lead Teacher
<ol style="list-style-type: none"> <li>2. Instructional network specialists collaborate with Math and SPED teachers.</li> </ol>	All students	August 2014- June 2015	Committee of teachers, Administration, Lead Teacher

3. Administrators provide regular feedback with actionable next steps and areas of improvement.	All students	August 2014- June 2015	Committee of teachers, Administration, Lead Teacher

**Part 4 – Resources Needed**

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

4. Common Planning time is programmed into the teacher’s schedule. There at least two professional development dates each month. Teachers attend professional development off site as well; New York State Performance Standards Consortium and Network.
5. Common Planning time and Professional Development.
6. During the school day on a regular basis.

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

On-going: August 2014- June 2015

Mid-point: February 12, 2015

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

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

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

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

### Part 1 – Needs Assessment

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

The data sources that were reviewed were the NYC School Survey 2013-2014 Report and PD Surveys

#### Strengths

- Teachers are able to communicate effectively with parents about their child’s academic progress
- Teachers inform both parents and students about after-school tutoring, college trips, and athletic programs
- Students trust at least one adult in the building and are able to seek help and/or guidance if they are having a problem. Teacher will direct student to other adults if need be.

#### Needs

- Teachers to clearly articulate the student’s development in academics and as an individual
- Provide professional development to teachers to support the instruction for all learners, including ELLs and SWDs

Teachers coordinate student support services and advocate for students

### Part 2 – Annual Goal

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

To have less than 30 suspensions for the year by strengthening our social-emotional intervention programs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
Students to identify academic and personal goals each semester during advisory. Teachers will conference with students every marking period to discuss said goals.	All students	September 2014 – June 2015	Administrators, advisory teachers, guidance counselors
Have a learning profile for all students	All students	September 2014 –	Administration, committee of

		June 2015	teachers, guidance counselors
Provide professional development on differentiated instruction to address the needs of all learners	All students	September 2014 – June 2015	Administration, Teacher Leader, Special Education Teachers

**Part 4 – Resources Needed**

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

- Kid Talk is scheduled during the week
- Advisories meet at least 3xs/week
- After-school tutoring is available 3xs/week

Guidance counselors meet with students during breakfast and lunch time

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

On-going: August 2014- June 2015

Mid-point: February 12, 2015

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

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

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

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

### Part 1 – Needs Assessment

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

The data sources that were reviewed were the NYC School Survey 2013-2014 Report, PD Surveys

#### Strengths

- Teachers provide input on the school’s professional development plan
- Teachers review and revise their pedagogical goals every semester

#### Needs

- Continue to support teachers by maintaining the instructional focus on planning, assessment, and questioning
- Continue to allot time for teachers to meet by department and across content areas to look at student work and identify academic needs and trends

Teachers sharing best practices with each other

### Part 2 – Annual Goal

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

To continue to improve and strengthen teacher effectiveness and the culture of learning and professional development by having 100% of the teachers involved in the cycles of observation & feedback focusing on planning, assessment, and questioning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>13. Strategies to increase parent involvement and engagement</li> <li>14. Activities that address the Capacity Framework element of Trust</li> </ol>			
Provide Professional Development for teachers based on observations, student work and surveys	All teachers	September 2014-June 2015	Administrators, Teacher Leader
Sharing best practices with teachers during CPT and/or Professional Development	All teachers	February 2015-June 2015	Teacher Leader, Committee of Teachers

During common planning time, teachers will meet to look at student work and identify the academic needs of all students.	All teachers	September 2014-June 2015	Administrators, Teacher Leader, Teachers
Administrators will provide teachers on-going feedback, next steps, and identify areas of improvement. Administrators will reflect to make modifications when needed	All teachers	September 2014-June 2015	Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Professional Development <ul style="list-style-type: none"> <li>○ 2xs/month in school</li> <li>○ NYS Consortium</li> </ul> </li> <li>• Teachers are scheduled for Common Planning Time 2xs/week</li> </ul> Teacher Leader

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
16.	Specify a timeframe for mid-point progress monitoring activities.			
On-going: August 2014- June 2015				
Mid-point: February 12, 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

Based on our 2013-14 Learning Environment survey, we noticed consistent gains in the areas of instructional and social – emotional support that drives student achievement. Upon reflection we decided that we need to continue our progress and push ahead. Reviewing and reflecting on our DSQR, we need to build on our structures in place and provide further support for teacher development. Also we will modify and adjust our professional development plan to meet the varying needs of all of our teachers to support their individual development.

### Part 2 – Annual Goal

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

To continue to improve and strengthen teacher effectiveness and the culture of learning and professional development by having 100% of the teachers involved in the cycles of observation & feedback focusing on planning, assessment, and questioning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>21. Strategies to increase parent involvement and engagement</li> <li>22. Activities that address the Capacity Framework element of Trust</li> </ol>			
9. To build on the structures in place for teacher observations and feedback in order to further support teacher development and inform professional goals.	All teachers	August 2014-June 2015	Committee of teachers, Administration, Lead Teacher
10. To build on structures in place for strategically using observation data to provide professional development that supports professional growth leading to improvements in student work products.	All teachers	August 2014-June 2015	Committee of teachers, Administration, Lead Teacher

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**Part 4 – Resources Needed**

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

Common planning time is incorporated into the daily schedule. The Lead teacher will continue to work collaboratively with administration and teachers in differentiating professional development based on need.

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

24. Specify a timeframe for mid-point progress monitoring activities.

On-going: August 2014- June 2015

Mid-point: February 12, 2015

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

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

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

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

### Part 1 – Needs Assessment

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

The School Leadership Team, Administration, students and parents reviewed data found within the NYCDOE Progress Report on the Learning Environment Survey. Although we improved, we agreed to strive for even better results. Collaboratively we linked student academics and social success to improved and increased communication with both parents and students. Parents are an integral part of the success of our students.

### Part 2 – Annual Goal

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

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

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
4. Each student is part of an Advisory and must check in every day with their advisor. Advisory also meets on a daily basis to promote community. A school aide is dedicated to increasing our attendance and makes daily phone calls. We also utilize a school messenger to send out daily correspondence. These strategies will include bilingual translation to improve communication with non English speaking families.	All Advisory Teachers review data on a regular basis. The data consists of attendance, report cards, transcripts and home contact logs	4. August, 2014 – June, 2015	12. Community Associate, School Aide dedicated to attendance Teacher – Full time and Advisory.

5. At least two workshops focusing on financial literacy, financial aid, and work place skills in the evening for parents are scheduled. Our Community Associate is actively engaged in our school community and the larger Queens community.	Review attendance feedback from workshops	5. August, 2014 – June, 2015	13. Community Associate, School Aide and Secretary.

**Part 4 – Resources Needed**

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

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

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

On-going: August 2014- June 2015

Mid-point: February 12, 2015

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

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

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

*(Required for All Schools)*

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

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

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

		<p>meetings and weekly kid talk meeting, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Counseling is scheduled daily.</p>		<p>portfolios. Teachers are also available to meet with students during their prep and lunch times. Consultants will offer additional support before/after school: Ritz Carlton, St. John's University, Queens Community College, CBO mentors, Kid Talk and CPT incorporated within daily schedule</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<p>Identified: voluntary, during common planning time meetings and weekly kid talk meeting, advocate recommendation, and/or content area teacher recommendation. For many students it is voluntary, but some students are rigorously encouraged. Counseling is scheduled daily.</p>	<p>Tutoring and small groups</p>	<p>Our Guidance Counselors work collaboratively with the social worker as well as the individual advisors to provide support to 225 students at our school. Outreach is done for services that may not be available within the school. Counseling is available before, during, and after the academic school day ends.</p>

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
x	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

There is the 2014-15 QSHSO Professional Development plan. The focus is on Instruction, School Culture, and Safety. It focuses on the City Wide Instructional Expectations.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- 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.

<sup>2</sup>The **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.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>28</b>	Borough <b>Queens</b>	School Number <b>338</b>
School Name <b>Queens Satellite High School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>262</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.77%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in										1				1
Pull-out												1		1
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	1	0	2

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL							2		1	2

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	0	0	0	0	0	2	0	1	2	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
 Since our school is a Performance based Assessment school, our students are required to take the ELA Regents only. As a result, we use literacy performance base assessments to identify our student's literacy skills in both reading and writing. As a result, this data is analyzed by our ELA teachers and the findings are shared with the other teachers in order to both support and maintain our student's

academic growth.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
One student is an 11<sup>th</sup> grader who has reached an Advanced Proficiency level. The 2<sup>nd</sup> ELL student is a ninth grader who is also a SWD. She has reached an Intermediate Proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
In order to support our students academic progress, each student has an individualized graduation plan. We use this tool to program our students to their respective classes. Even though our long-term ELL NYSESLAT's score was Advanced, he is scheduled to take the ELA Regents and has been scheduled for English classes and tutoring classes in order to assist him with the reading and writing modality. For our ELL SWD, she is scheduled to have both English and SETTS classes to further support her academic progress. Since our school is a Performance Based Assessment school, all the modalities are incorporated in our daily instruction. Our school's instruction model is Understanding by Design. Our students are required to develop their thesis that connects to the standards and to the content area lessons. Since the students have to defend their research paper before a panel of teachers, our school emphasizes and incorporates all the modalities in our instruction.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?School leaders are sharing the results from the NYSESLAT with the teachers. In return, the teachers are also using the data from the assessments that they have given to the students in order to be able to determine what support systems are needed for students in their respective classes. Since the school's PD focus is literacy across the curriculum, teachers are also being provided with ESL strategies and methodology for them to incorporate in their respective classes.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
NA
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our staff is provided professional development to provide support for all our students, including our ELLs. Our professional development offers our teachers the opportunity to learn how to incorporate ESL methodology in their lessons for all content areas. Since our students participate in the College, Career and mentoring program, our school is preparing our students to have both academic and skill sets to help them in college, trade school and the 21<sup>st</sup> century job market.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of our programs are monitored every semester and evaluated at the end of the school year by determining how many credits were earned and if graduation criteria was met. Since each of our students have an individualized graduation plan and we have two guidance counselors, there are on-going meetings with our students and our schedule has support systems for our students both during the day and after school to help them achieve their academic goals.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The home language identification survey (HLIS) is conducted by the Assistant Principal, who holds a secondary English teaching license and a bilingual extension. Since QSHSO a transfer high school, during the intake process all students' exam history is reviewed to complete the individualized graduation plan for each student during the beginning of the school year and/or within the first 10 days of the new students' enrollment.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
During the intake process at QSHSO for new students, the Assistant Principal meets with both the students and parents and provides them with an overview of the school's program and the three program choices. During the orientation meeting for parents, the Assistant Principal shows them the DVD from the DOE website in their native language. Translation services are also provided. Parents of established students are sent a letter in the beginning of the school year informing them of their child's NYSESLAT results and entitlement of services. In the letter, the parents are provided with the opportunity to meet with the Assistant Principal to discuss both the students' program and/or request of an ELL program change. This process is taken care of within 10 days.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
If an ELL student did not reach proficiency on the spring NYSESLAT, the Assistant Principal or the guidance counselor sends the continued entitlement letters in August in the parent's home language. Entitlement letters are sent to the parents' home. If a parent requests an ELL program change, then he/she will meet with Assistant Principal to discuss the program selections. The Assistant Principal keeps a copy of said information stored in a file cabinet in her office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
At QSHSO, the home language identification survey (HLIS) is conducted by the Assistant Principal, who holds a secondary English teaching license and a bilingual extension. Since QSHSO a transfer high school, during the intake process all students' exam history is reviewed to complete the individualized graduation plan for each student during the beginning of the school year and/or within the first 10 days of the new students' enrollment. Parents are provided with translation services in order to learn about the available ESL programs: Bilingual, Dual Language and Transitional. The students who did not score a Proficiency level on the NYSESLAT are sent home an entitlement letter to continue ELL services.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The testing coordinator and Assistant Principal identify the ELL students by using ATS to determine NYSESLAT eligibility. Outreach begins in February in the following manner: First, the students meet with both and are informed that they will be taking the NYSESLAT in May. Secondly, letters are sent to the parents of the students to inform them of the NYSESLAT and when it will take place. Next, advisory teachers are given the names of the students who will be taking the NYSESLAT and the respective dates and times. Lastly, students are given a letter reminding them of their test dates and times. The Assistant Principal creates the schedule for NYSESLAT testing. The test takes place in a separate location and each student is given a designated time to take the test. The Assistant principal administers each section of the test to the students identified to take the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Parents are provided with information about bilingual and dual language programs and are referred to visit the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). If 15 parents or more students with the same home language and are in two contiguous grades, then our school will open a bilingual program. Parents have been selecting our Freestanding ESL program. The parents of the two current ELL students, selected ESL. This has been the trend since the school started three years ago.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

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

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

ESL instruction takes place during the push-in and pull-out program and during after school. The advanced students receive 180 minutes of instruction and the intermediate student receives 360 minutes of instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All our content area classes are delivered in English and our curriculum is aligned to the CCLS. Since we are preparing our students to be ready for the PBA process, all four modalities are continuously integrated into daily instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

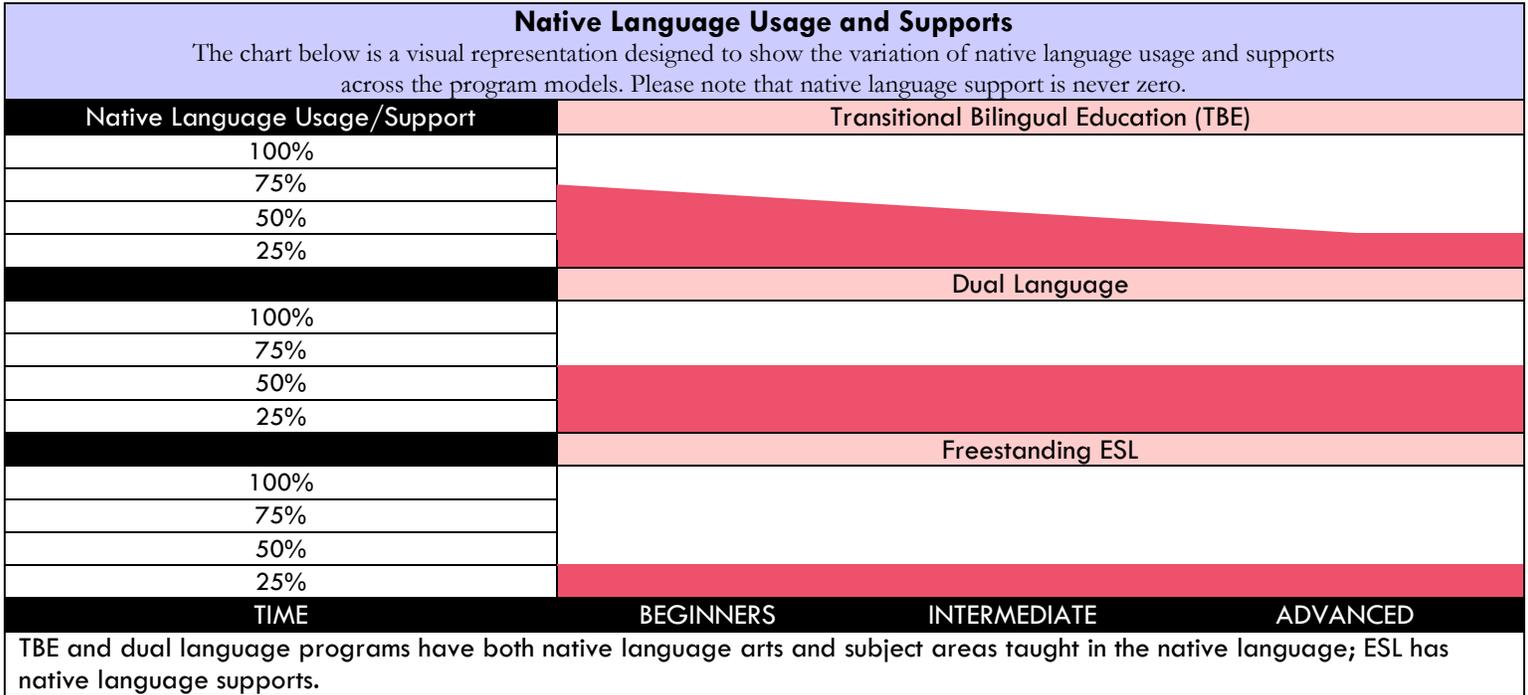
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

NA

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

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

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

### D. Parental Involvement

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

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

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>Queens Satellite High School</u>		School DBN: <u>28Q338</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Melkonian	Principal		
Luz M. Rojas	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
Daniel Rodriguez	Parent		
Zuleika Martinez	Teacher/Subject Area		
Christina Pontikis	Teacher/Subject Area		
	Coach		
	Coach		
Toyin Barnes	Guidance Counselor		

	Network Leader		
	Other _____		

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

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

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

**Cluster: 1 Network: 108**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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