

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M422

School Name:

QUEST TO LEARN

Principal:

JENNIFER RYGALSKI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Quest to Learn School Number (DBN): 02M422
Grades Served: 6-12
School Address: 351 West 18th Street, New York, NY 10034
Phone Number: 212-488-3645 Fax: 212-488-3355
School Contact Person: Jennifer Rygalski Email Address: jrygalski@schools.nyc.gov
Principal: Jennifer Rygalski
UFT Chapter Leader: Kathryn Selkirk
Parents' Association President: Silvia Bernado and Nora Burns Glesson
SLT Chairperson: Pam Chasek
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): Connor Fitzgerald
Andreina Tacktuk

District Information

District: 02 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Room 504, Brooklyn, NY 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-923-5124 Fax: _____

Borough Field Support Center (BFSC)

BFSC: New Visions Director: Bob Hughes
Director's Office Address: 320 W 13th St #6, New York, NY 10014
Director's Email Address: lboyhan@newvisions.org
Phone Number: (212) 645-5110 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Jennifer Rygalski	*Principal or Designee	
Kathryn Selkirk	*UFT Chapter Leader or Designee	
Silvia Bernado	*PA/PTA President or Designated Co-President	
William Moyet	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Connor Fitzgerald	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Andreina Tactuck	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Arana Shapiro	CBO Representative, if applicable	
Melissa Bell	Member/ Middle School Parent	
Nelsa Boyer-Madisson	Member/ Middle School Parent	
Heather Church-Tsapalas	Member/ High School Parent	
Pamela Chasek	Member/ Chair	
Orlando Garcia	Member/ High School Teacher	
Devin Fitzgibbons	Member/ Middle School Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Quest to Learn is a 6-12 school in district 2 that was developed in collaboration with the Institute of Play, a non-profit organization that embraces game like learning. The school's core values include: iteration, responsibility, possibility, diversity, and leadership, and the school's mission is to empower and engage all students by connecting rigorous learning through innovation to the increasing demands of the global society. The school is working to ensure that all courses are problem based and that all summative assessments end with authentic performance tasks.

The student population is diverse and over 30% of the students have IEPs. The students with IEPs have diverse needs. The majority of students receive ICT support in math and ELA. In our 6th, 8th, 9th and 10th grade classes, we have full time ICT for 3 out of the 4 classes. In our high school, students with IEPs are reading 2-3 grade levels below their current grade level. In math, many of the students struggle with number sense, multiplication, long division, and solving equations. In middle school, students with IEPs are also reading 2-3 grade levels below their current level. They are also struggling with number sense and grade level math skills.

During this school year, the school has made great progress in the area of strong family/community ties as evidenced by the results from the Learning Environment survey. Additionally, the school has made gains in moving students with IEPs to the least restrictive environment.

02M422 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11	Total Enrollment	563	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	15	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	23	# Music	N/A	# Drama
# Foreign Language	19	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	4.4%	% Attendance Rate		93.1%
% Free Lunch	38.1%	% Reduced Lunch		4.0%
% Limited English Proficient	3.1%	% Students with Disabilities		28.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		14.4%
% Hispanic or Latino	34.3%	% Asian or Native Hawaiian/Pacific Islander		9.2%
% White	36.8%	% Multi-Racial		1.9%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		11.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		3.51
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	43.4%	Mathematics Performance at levels 3 & 4		36.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		53.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		74.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.9%	% of 2nd year students who earned 10+ credits		77.9%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths: Quest to Learn uses game-like learning as a means to engage students in content and skills through challenge based learning. Students are expected to transfer and apply their new skills and content knowledge in new situations at the end of each unit of study. Curriculum is aligned to the Common Core Learning Standards. Needs: According to the 2014-15 School Quality Snapshot, the school's lowest performing students are not showing improvement on their New York State ELA and Math assessments. In our high school, our students with the greatest needs are unsuccessful in their first attempt at the Algebra 1 Regents exam and only 72% of our 10th grade students earned enough credits to be on track for graduation (School Quality Snapshot 2015-15).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will use the principles of universal design for learning in their unit and lesson plans, which will result in an increase in 10% of students passing classes with an 80 or higher based on first marking period data.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The PD committee will develop professional learning opportunities around incorporating UDL principles into units and lesson plans.	all teachers	ongoing	PD committee
During department meetings, teachers will use protocols to provide feedback around the use of UDL on unit and lesson plans.	all teachers	ongoing	PD committee, department leads
The principal and assistant principal will provide feedback during lesson observations specifically around teachers' use of multiple entry points in a lesson.	teachers	ongoing	principal and assistant principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PD committee, common planning time for department meetings, Special Education Instructional Coach											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all teachers will incorporate differentiated summative assessments into their unit plans.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

CAASS data shows us that many of our students are not on time to their first period classes and therefore their scholarship grades suffer (CAASS and Skedula data). We need a supportive advisory check in time in the morning so that advisors can call the homes of students who haven’t yet arrived to school on time. Our priority is that all of our students arrive to school on time each day to ensure they are successful in all of their classes.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in on time arrival to school as measured by the period attendance tracking tool in Skedula, the school’s online learning management system.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The school will provide a ten minute advisory check in each morning during which advisors will take attendance. If a student isn’t present, the advisor will contact the student’s home.</p>	<p>Students who don’t arrive to school on time.</p>	<p>Ongoing over the course of the school year.</p>	<p>Advisors, guidance counselor, social worker</p>

The school will host a once a moth raffle for students who are on time to school every day.	Students	Ongoing throughout the year	Guidance counselors, social worker
The school will develop an attendance team that meets bi-weekly to establish outreach to families and students and develop attendance plans for those students with multiple latenesses to school.	Students	Ongoing throughout the year	Guidance counselors, social worker, attendance teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers, guidance counselors, advisors, social worker, we will add a ten minute check in to the start of every day where advisors will check in with advisees and take attendance.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 5% increase in on time arrival to school as measured by January 2016 attendance data from Skedula.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school received a developing in 2.2 (How well does the school assess what students are learning?) on the 2014-15 Quality Review. Additionally, in June 1015 48 cohort 2017 students still need to pass the Integrated Algebra Regents exam. The school has a strong math department that is committed to developing interventions and strategies to support students with gaps in their math skills.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the math inquiry team will collaboratively analyze baseline and mid-line assessments to improve students’ problem solving skills as measured by a 80% pass rate on the Common Core Integrated Algebra exam in June 2016 for the cohort 2019 students who take the exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All students will take baseline and midline exams in their Integrated Algebra exam and the math team will use an item analysis to identify skills and content that need reteaching.</p>	<p>Students</p>	<p>Baseline in September and midline in January</p>	<p>Math department, special education achievement coach, math coach</p>
<p>Students who need support developing skills will participate in a twice a week Transitions to Algebra class.</p>	<p>Students</p>	<p>Ongoing throughout the year</p>	<p>Math department, math coach</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Math department, Transitions to Algebra curriculum, Special Education achievement coach</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, students will show 10% growth from their baseline score to their midline score.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2014-15 Framework for Great Schools report suggests a need for improvement in program coherence and professional development at the school. Additionally, informal survey data collected from teachers at the end of the year suggested that teachers wanted more choice and voice in the design of the professional learning opportunities at the school. In the learning environment survey at the end of the year, teachers reported a lack of coherence across grade levels and that PD didn't support their needs (Learning Environment Survey).

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will develop and implement a professional development plan that builds teachers’ capacity to develop problem based units that culminate in end of unit performance assessment tasks, resulting in half of the teachers at the school attaining an overall rating of highly effective on component 3c, Engaging Students in Learning, on the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
In collaboration with the UFT Representative, the school leader will establish a PD Committee that represents the diversity of the teachers at the school. The committee will work to develop a cohesive PD plan that meets the needs of all of the teachers.	School faculty	Ongoing throughout the year	Principal, PD committee
At the end of each PD opportunity, participants will have the opportunity to offer feedback and reflection which will be used to inform future professional learning opportunities.	School faculty	Ongoing throughout the year	Principal, PD committee
Teachers will have the opportunity for inter-visitations to other classrooms of teachers who are implementing problem based learning with authenticity.	School faculty	Ongoing throughout the year	Principal, PD committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development Committee, partnerships with Institute of Play and The Cooper-Hewitt Museum, inter-visitations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By January, 2016, at least 33% of teachers on will have received a highly effective rating in component 3c of the Danielson Framework.</u>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	School wide baseline assessments in argument writing and reading comprehension given in September 2015 and ongoing performance series assessments	Reading recovery, TC writing workshop, Wilson	Small group , tutoring	During and after the school day
Mathematics	School wide baseline assessments given in each grade level in September 2015	Transitions to Algebra	Small group , tutoring	During school
Science	School wide baseline assessments given in September 2015	Targeted support in informational reading	Small group, tutoring	During and after school
Social Studies	School wide baseline assessments given in September 2015	Targeted support in informational reading	Small group, tutoring	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS reports, anecdotal information from advisors and parents	Counseling, groups	Small group, one-one	During and after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Jennifer Rygalski	Assistant Principal Joyce Adgate
Coach Jennifer Tully	Coach type here
ENL (English as a New Language)/Bilingual Teacher Robert Dixon	School Counselor Rachelle Vallon
Teacher/Subject Area Lauren DeSilva/Spanish	Parent
Teacher/Subject Area Raymond Germosen/ENL	Parent Coordinator Kathy Ringrose
Related-Service Provider Svetlana Kantorovich	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	Other (Name and Title) Suzanne Pilsbury/Secretary

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	675	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	3

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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7			8	1	1	3		2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3		2	2	1	1		0
Chinese									1	2		1	1	0
Russian											1			0
Bengali														0
Urdu														0
Arabic									2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Japanese								1						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)								1	2	1				0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)									3			1		0
Expanding (Advanced)							3			3	2	1	1	0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	2			0
7	1				0
8	1	1			0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	1		1		1				0
7	1								0
8	2								0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1			
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra	1			
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	3		1	
Living Environment	2		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	3			
Geography				
US History and Government	1			
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Quest to Learn uses a running record format to assess our ELLs literacy skills. Students are given graded readings from the TCRWP to determine their optimal reading levels; additionally, students are also rated on the SOLOM Oral Matrix scale to assess their ability to speak/listen. The data from the running records give us valuable insight into a student's ability to decode, answer questions, and make inferences about a text. The records from the SOLOM Scale provide insight into a student's ability to produce academic utterances. For example, students that are unable to produce nominalizations may possess basic interpersonal communication skills, but they will not be able to consistently produce academic utterances. This data is amazingly helpful because it provides the foundation to differentiate instruction by process and content; additionally, the data allows ENL teachers to meet students acquisition needs by properly aligning content with developmental sequence and stage.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Data patterns in the NYSITELL and NYSESLAT show that Quest serves a predominantly Expanding ELL population. Of the 18 ELLs enrolled at Quest: 10 are Expanding; 4 are Transitioning; and 4 are Entering. Two of the four students in the Entering category are newcomers that have only arrived in the past 2 months. The other students in the Entering category also receive special education services and struggle in their LI. The four students in the Transitioning category were able to advance from the Entering category in a year. The data patterns in the 6th and 9th grade show that students typically enter Quest with an Expanding level of English proficiency. The 8th grade data shows that the few students that don't enter 6th grade in the Expanding category are able to reach advanced proficiency within 2 years. The only students that are not advanced in the 8th grade are both newcomers. As a whole, the data reflects the effectiveness of a small ENL program where most students have reached at least an intermediate level of proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Data patterns in the NYSESLAT show that Quest serves a predominantly Expanding ELL population. Of the 18 ELLs enrolled at Quest: 10 are Expanding; 4 are Transitioning; and 4 are Entering. Two of the four students in the Entering category are newcomers that have only arrived in the past 2 months. The data patterns show that students typically enter Quest with an Expanding level of English

proficiency. The 8th grade data shows that the few students that don't enter 6th grade in the Expanding category are able to reach advanced proficiency within 2 years. As a whole, the data reflects the effectiveness of a small ENL program where most students have reached at least an intermediate level of proficiency.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
4. Our school has a freestanding ENL pull-out program with 100 % of instruction employing native language support.
 - a) Since some ELLs are exempted from the ELA exam, discrepancies are inevitable. When taking the New York State Math and Science Exams translated booklets are available for students who need them. Their test scores show that bilingual glossaries and translated exams have not made a significant impact. Often, students are unable to use their native language academically so these supports aren't always helpful.
 - b) ELL's needs are communicated regularly between administration and classroom teachers. First, the data is reviewed and analyzed by the Foreign Language Domain Team. Then, areas of concern are targeted and intervention strategies are disseminated to faculty during our weekly professional development sessions.
 - c) Based on the results of periodic assessments and the NYSELAT we have learned that our ELLs in all categories struggle with writing more than the other modalities. This finding is shared amongst learning strategists and classroom teachers to create targeted interventions. Native Language support is an integral part of our instruction. ELLs are given iPads and a technology tutorial as part of our summer bridge program. The iPads allow students instant access to native language assistance aids like dictionaries.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our ENL teachers conduct on-going formative assessments using running records to record TCRWP reading levels and SOLOM oral language development. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness. The data is also used to differentiate instruction by process or content depending on a student's developmental sequence or stage.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our program is stand alone ENL with native language support, so we evaluate our program by meeting AYP for ELLs. In consultation with our school's UFT Representative and the faculty, our school has chosen the progress framework. By this standard, we have had some success. Most of our ELLs enter with high level proficiency and become proficient within the school year. We do have a few students that don't fit this pattern and we are working with our special education teachers to meet their test taking needs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by our ESL coordinator, Rob Dixon, or an ENL teacher, Ray Germosen or Lauren DeSilva. This survey is the initial step in the identification process and it is completed within the first 10 days of a students' enrollment. The survey consists of an informal oral interview in English and the native language, and a formal questionnaire that is completed by the teacher administering the survey. If the HLIS indicates that a student uses a language other than English, the student may be given the NYSITELL. During the HLIS, if the ENL teacher determines that a student may have an IEP, the information is passed to the ESL coordinator and a Language Proficiency Team is convened by the SpEd coordinator, Devin Fitzgibbons, to determine the student's eligibility to take the NYSITELL. The NYSITELL

is also given and completed during the first ten days of enrollment. NYSITELL books are kept in the secure testing room and inventoried each semester to ensure an adequate supply. Answer documents are generated and scanned in on the day the exam is administered. Students are tested individually or in grade bands. The speaking portion is administered individually. If NYSITELL results show that a student is an ELL and the HLIS questionnaire indicates Spanish is used in the home, then Ray Germosen, a fluent Spanish speaking ENL teacher, administers the Spanish LAB to determine language dominance.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

All students at Quest are given baseline assessments to determine their literacy and math abilities. These assessments are administered within the first week of school. The assessment data is given to the faculty the following week. The data is cross referenced with the ATS RLER report to determine if any new students should be given the SIFE questionnaire.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

During the HLIS (see question 1 for complete description), if the ENL teacher determines that a student may have an IEP, the information is passed to the ESL coordinator, Rob Dixon, and a Language Proficiency Team is convened by the SpEd coordinator, Devin Fitzgibbons, to determine the student's eligibility to take the NYSITELL. The LPT is comprised of Devin Fitzgibbons, the SpEd Coordinator, Jen Rygalski, the Principapl, Rob Dixon, the ESL Coordinator, and the student's parent or guardian. When the LPT has finished reviewing the student's work, their testing recommendation is reviewed by the Principal. The Principal's review is sent to the Superintendent where a final NYSITELL testing determination is made. The Superintendent's determination is communicated to the student's parent within 3 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school runs the ATS reports RLER to determine NYSITELL and NYSESLAT eligibility and the RELC report to view the current roster of ELL students. Based on these two reports, we are able to determine who the current roster of ELLs are and what they scored on the NYSITELL or their last NYSESLAT. In addition, the RELC report displays the students indicated home language so we are able to download translated entitlement letters from the NYCDOE. The letters are copied twice. One copy resides in the student's permanent file and the other is kept by the ESL Coordinator.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

With only 18 ELLs, we were able to contact each students' families and meet with them about their right to appeal ELL status. Each parent met or spoke to an ENL teacher to go over the procedure in the ELL Policy Reference Guide. In anticipation of increasing ELL enrollments, the pertinent pages in the reference guide are being sent to the Translation and Interpretation Unit so they can be given to parents with entitlement letters.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

All new admits are immediately identified by the Pupil Accounting Secretary, Suzanne Pilsbury, so they can be added to our school roster. When a new student is admitted, Suzanne contacts Rob Dixon, the ESL Coordinator, who administers the HLIS and sets up a meeting within the week to discuss ENL instruction if the parents aren't immediately available. The meeting is set up within the week to ensure that the process is completed within the forst 10 school days. During the meeting, the student's parent or guardian is shown the selection video and given the the selection sheet in their home language. The parent's choice is then logged into the BESIS screen in ATS by the ESL Coordinator.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school reaches out to parents via phone and email to ensure that forms are returned. All communication is translated into the language indicated on the HLIS or the parent is called by a staff member that fluently speaks the language indicated on the HLIS. Our school monitors parent choice on the ATS BESIS screen.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

With only 18 ELLs, we were able to quickly and efficiently contact each students' families after reviewing the ATS BESIS screens for missing surveys or selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.

Our school reaches out to parents via phone and email to ensure that forms have been received. All communication is translated into the language indicated on the HLIS or the parent is called by a staff member that fluently speaks the language indicated on the HLIS.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ALL ELL documentation is duplicated. A copy is kept in the student's permanent file and the other copy is kept by the ESL Coordinator.

11. 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.

Each year, our school prints the ATS RLER report. This report shows the students that are eligible to take the NYSESLAT exam. This report is shared with the Testing Coordinator a month before the testing window so a testing room and proctors can be secured. The NYSESLAT materials are delivered to the school during the delivery window and stored in the secure testing room. Students complete the reading and writing sections together. The following day, students are separated into grade bands to complete the listening portion of the exam. An ENL teacher individually administers the speaking portion of the exam and records student responses. When all sections of the exam are complete, the ESL Coordinator forms a scoring committee to score the writing and speaking sections of the exam. The exams are scored by the foreign language and English teachers. The scores are recorded on the scoring sheets provided by QuestStar and then they are transcribed onto the students' answer sheets by the ESL Coordinator. The answer documents are packaged by grade band and modality and returned to the Borough Assessment Office along with the secure testing materials.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school reaches out to parents via phone and email to ensure that letters have been received. A list of parents that should receive the letters are generated by running the ATS report RELC. All communication is translated into the language indicated on the HLIS or the parent is called by a staff member that fluently speaks the language indicated on the HLIS.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our ELLs have generally attained an advanced level of English proficiency by the time of their enrollment. Our school is limited un-screened so most parents attend an information session before enrolling. All 22 of our parents have selected the freestanding ENL program option for the past two years. The program choice is not surprising given common misconceptions about language acquisition. Our parents elect the Freestanding option because they believe the best way for their child to learn English is through complete immersion; additionally, with only 18 ELLs spread across 7 grades our school doesn't have a large enough concentration of ELL students in the middle or high school to open a bilingual or dual language program. However, the ELL population continues to grow in the NYCDOE. As a result, we have began to make preparations to serve increasing numbers of ELLs. All of our ENL teachers have attended bilingual and dual language program setup professional developments offered by the Department of English Language Learners.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We use a standalone ENL push-in/pull-out model. The ENL teachers pull students out of non-core classes to deliver ENL instruction. The ENL teachers also push into core classes to support ELLs and meet the required number of mandated minutes. The students are grouped heterogeneously but there pull out classes only span two contiguous grades. For example, 6th and 7th grade ELLs receive pullout instruction together regardless of proficiency. The only exception is our 12th grade ELL with an IEP who meets with the 10th and 11th graders.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In the pull-out ESL instructional program students are grouped heterogeneously. ELLs receive New York State ENL mandated allotments of instruction time based on proficiency levels. Entering and Emerging middle school ELLs receive 360 minutes of ENL per week. These students receive direct ENL instruction for 3 periods each week. An ENL teacher pushes into their core English class to deliver support 3 times a week. Transitioning and Expanding middle school ELLs receive 180 minutes of ENL instruction weekly. These students receive direct ENL instruction for 1 period a week and receive push in instruction for 2 periods a week. The ENL teachers meet with content teachers to determine the core classes that ENL teachers should push into. Entering high school ELLs receive 540 and Emerging high school ELLs receive 360 minutes of ENL per week. These students receive direct ENL instruction for 3 periods each week. An ENL teacher pushes into their core English class to deliver support 3 times a week. Transitioning and Expanding high school ELLs receive 180 minutes of ENL instruction weekly. These students receive direct ENL instruction for 1 period a week and receive push in instruction for 2 periods a week. The ENL teachers meet with content teachers to determine the core classes that ENL teachers should push into.

3. Describe how core content is delivered in each program model. 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.

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

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

Our school administers summative language assessments each trimester for middle school and each semester for high school. The assessments are created to assess progress and skill level in both languages and all four modalities. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.

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

Our school administers summative language assessments each trimester for middle school and each semester for high school. The assessments are created to assess progress and skill level in both languages and all four modalities. The data from the assessments is analyzed to find areas of strength and weakness among each student, and used to create instructional plans to target areas of weakness.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

e) Cooperative learning and peer teaching support former ELLs.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

All of our students meet bi-weekly with a teacher that serves as their advisor. Advisors conduct weekly grade check-ins with students using the Skedula interface. If an advisor determines that a student is promotion in doubt, the advisor sends a Skedula update

Chart to the ESL and SpEd Coordinator if the student is an ELL or FELL. The ESL and SpEd Coordinators review the student's work to initiate a potential re-identification. This information is passed along to the principal and the student's parent or guardian is contacted. If the principal recommends a re-identification, the superintendent is notified and the student's parent or guardian is notified of the re-identification.

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

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

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

Our school carefully programs students into ICT classes so students have access to their content and special education teachers. The teachers work together to differentiate instruction by process and content so that all students have access to instruction. I

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

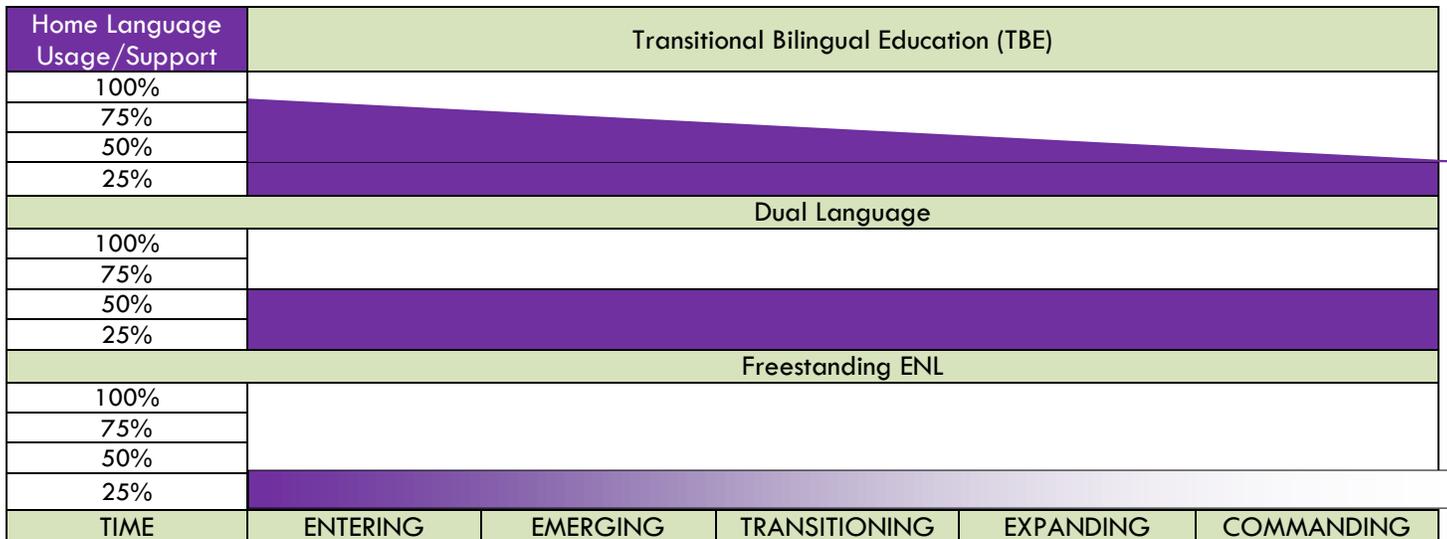


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
There are various intervention programs at this school that provide additional support for ELLs in math and other content areas. We offer a morning tutoring hour where students are invited to come before school and complete work assigned by their teachers, which is intended to target areas of weakness. Students also have opportunities before and after school to engage in math intervention with our learning strategist. Also, the instructional program that we have implemented school-wide is deeply differentiated and accounts for many intervention opportunities within the regular school day. Systems thinking (our instructional focus) provides many opportunities for students to engage with different texts on a wide variety of reading levels. Small groups meet with teachers on a regular basis, and opportunities for small group instruction are built into every class throughout the course of our instructional day. This ensures that our ELLs are receiving the linguistic support and the content support that they require. We also have learning strategists who push into many classes in order to provide additional conference time for our special education students and other students who need it most.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Data patterns in the NYSITELL and NYSESLAT show that Quest serves a predominantly Expanding ELL population. Of the 18 ELLs enrolled at Quest: 10 are Expanding; 4 are Transitioning; and 4 are Entering. Two of the four students in the Entering category are newcomers that have only arrived in the past 2 months. The other students in the Entering category also receive special education services and struggle in their LI. The four students in the Transitioning category were able to advance from the Entering category in a year. As a whole, the data reflects the effectiveness of a small ENL program where most students have reached at least an intermediate level of proficiency.
12. What new programs or improvements will be considered for the upcoming school year?
Every year at Quest to Learn, ENL programs and offerings are examined and assessed based on student need, teacher availability, scheduling, and parent choice. It has been found that parents prefer the current freestanding ENL program in place. In addition, we would like to offer an afterschool program for parents hoping to learn English and gain English Langthis will be considered as budgetary opportunities arise.
13. What programs/services for ELLs will be discontinued and why?
No previously set in place program aimed at servicing ELLs will be discontinued for the current school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to any and all school programs. They are members of our school's sports teams, and have the freedom to choose after school and enrichment courses that are appealing to them, regardless of linguistic abilities. Enrichment opportunities available to students include art, dance, swimming, parkour, fencing, and gaming.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have access to software designed for language and vocabulary development. The building library has audio versions of several books. In addition to software, there are laptops and iPads exclusively for ELL students. ELL students also learn how to use Google applications, word processing programs, and the Internet in regularly scheduled classes. Materials afforded specifically to ELL's are visual aids, graphic organizers, ELL textbooks, consumable workbooks, and content area vocabulary cards, Language learning games, puzzles, translation dictionaries and manipulatives.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language Support is delivered in several ways including: teacher translation; student to student translation; literacy tools such as books, picture dictionaries, and translation dictionaries are available for student use to enrich content and make it comprehensible. Other content area teachers, the parent coordinator, and administrative staff are available to translate or deliver instruction where appropriate and as necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required services and resources correspond to ELLs' grade levels. Resources and instruction are then differentiated or modified to match the students' needs and level of background knowledge to meet grade level expectations.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
When newly enrolled ELLs are identified prior to the beginning of the school year, they are given an opportunity to meet classroom teachers beforehand. Also, ELLs and their parents have an opportunity to speak with administrative staff, ESL staff, and the parent coordinator about the school, program offerings, curriculum, and grade level expectations. Newly enrolled newcomer ELLs are paired up with one or two "buddy" students with the same native language who can help them through translation and social development and transitions.
19. What language electives are offered to ELLs?

Paste response to question here:

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective instruction of ELLs. ESL teachers are routinely encouraged to attend trainings by the administration and are given the opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
ELL teachers are regularly invited to attend district and Network training sessions specifically directed toward the effective inclusion of Common Core standards into instruction of ELLs. ESL teachers are routinely encouraged to attend trainings by the administration and are given the opportunity to turnkey relevant information to classroom teachers and support staff in common prep meetings or during regular staff interaction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school's guidance counselor provides support for ELLs transitioning from elementary school. She routinely discusses our programs and all available options with all transitioning students, including ELLs and those with special needs. Students are also invited to Open Houses.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.
To implement the 15% for all teachers and 50% for ENL teacher training, our staff attends a variety of workshops offered by the Department of English Language learners that cover best practices for instruction of ELLs. Additionally, classroom teachers attend workshops that increase student engagement in the classroom; review best practices for vocabulary-building, enhanced reading comprehension, and build students' stamina for writing. Jane Cascone, one of the Pupil Accounting Secretaries, keeps records relating to professional development in teacher files in the main office; in addition, all teachers keep and maintain their own professional development records for their respective certifications.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In order to provide annual individual meetings for ELL parents, the ESL Coordinator first runs an RELC report. The RELC report displays the names of ELLs enrolled in the school. Fortunately, Quest to Learn only has 18 ELLs so we are able to meet with each students' parents individually. We meet with parents at the end of the trimester for middle school students and at the end of the semester for high school students. These meetings occur in addition to the mandated DOE scheduled meetings. The RELC report also indicates the students' home languages. We are able to arrange translation services from the translation and interpretation unit in the home language indicated on the HLIS.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Hard copies of meeting minutes, attendance, and contact logs are kept in the ESL Coordinators office. Outreach is conducted in the language that parents indicate on their HLIS.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at Quest to Learn includes, but is not limited to participation in monthly PTA meetings. Parents are notified of meetings via our relay, newsletter, which is published in both English and parent's preferred language. Parents of newly enrolled ELLs are invited to parent orientation meetings in order to establish and maintain communication regarding their child's progress in school. Contact and communication with parents is also established through our parent coordinator who reaches out and talks extensively with parents of ELLs. All parents are invited to school at the beginning of the year for an open school night. Teachers meet with parents in classrooms to explain the grade expectations, the curriculum in each subject area, the grading system, school policies regarding class work, supplies, homework, and discipline.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Communication is attempted with 100% of parents at our parent/teacher conference days. Parents who are unable to attend this date are asked to set up an additional meeting time with their child's teacher to specifically discuss the child's progress. Parents are also encouraged to attend seasonal assembly programs, showcases, and activities at the school. In addition, all parents, including parents of ELLs are encouraged to participate in individual classroom events such as celebrations and field trips. Parents, through our parent coordinator, can regularly obtain specific information regarding outside agencies and Community Based Organizations.

5. How do you evaluate the needs of the parents?

Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff.

6. How do your parental involvement activities address the needs of the parents?

Parents are consistently invited to school and encouraged to express their needs with school staff including classroom teachers, support staff, administration, and the parent coordinator. It is our hope that if the needs of parents and families are not being met, that parents feel comfortable and confident enough to voice this to someone on our staff. Information regarding Community Based Organizations can be obtained through our parent coordinator.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02M422 School Name: Quest to Learn
Superintendent: Donald Conyers

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration home language surveys are administered to determine the parent's preferred language. In addition, verbal inquiries are made during Open House to determine parents' language preferences. Japanese, Chinese, Arabic, and Spanish are the primary native languages spoken by Quest Families; however, families have opted to receive communication in English. All of our families are English proficient with the exception of 10 students. Of those 10, 7 speak Spanish at home, and another family speaks Chinese. All communication is sent in those families native languages. There are also 2 families that speak ASL. One of those families has a member that is deaf and mute. The family uses a phone service to contact the school and we arrange for ASL translators.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Chinese, ASL, and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Annual Handbooks, The Parent Relay Email(which contains all pertinent information like calendars, conference dates and sign-ups,school news, procedures, and special program offerings), and After-School Announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school has the mandated parent-teacher conferences and a curriculum night. Informally, parents are often contacted by the Guidance Counselors or the school Deans. The ESL Coordinator, Rob Dixon, runs an ATS BIOU report and filters for home language codes. The filtered report is given to the Parent Coordinator, Kathy Ringrose. The Parent Coordinator uses the report to reach out to new families and update the school's list of parents that have requested translated communication.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The ESL Coordinator, Rob Dixon, runs an ATS BIOU report and filters for home language codes. The filtered report is given to the Parent Coordinator, Kathy Ringrose. The Parent Coordinator uses the report to reach out to new families and update the school's list of parents that have requested translated communication. This process is completed on the 10th day of the school year , but the list of parents that request translation services is continuously updated. All documents are then re-sent in the translated language the parents indicated if the documents were sent previously in English. All of our translation services are provided by outside vendors.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The ESL Coordinator, Rob Dixon, runs an ATS BIOU report and filters for home language codes. The filtered report is given to the Parent Coordinator, Kathy Ringrose. The Parent Coordinator uses the report to reach out to new families and update the school's list of parents that have requested translated communication. This process is completed on the 10th day of the school year, but the list of parents that request translation services is continuously updated. A master list is created and all spoken communication is interpreted over the phone or in-person by outside vendors.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator, Rob Dixon, conducts a professional development to train staff how to contact the Translation and Interpretation Unit and use the Language ID Card. Administrative staff is given the T&I brochure and poster and made aware that both must be prominently displayed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our Welcome Poster is prominently displayed in the Main Office. We have a waiting area in the Main Office where parents are greeted by Suzanne Pilsbury, a Pupil Accounting Secretary, who shows LEP parents a language ID card and then gives them a translated Parent's Bill of Rights and a Language Access Guide before contacting the ESL Coordinator. The security desk also has a Language ID Card and a Welcome Poster.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We conduct a parent survey during curriculum night and parents are always free to leave suggestions or comments in any language on our website. The comments go to an account set up by our technology director where they are forwarded to the ESL and Parent Coordinators.