

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q252

School Name:

QUEENS SCHOOL OF INQUIRY, THE

Principal:

MEREDITH INBAL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens School of Inquiry School Number (DBN): 25Q252
Grades Served: 6-12
School Address: 158-40 76th Road, 2nd Floor, Flushing, NY 11366
Phone Number: 718-380-6929 Fax: 718-380-6809
School Contact Person: Rosemary Moyano Email Address: RMoyano@schools.nyc.gov
Principal: Meredith Inbal
UFT Chapter Leader: Malgorzata Baldyga
Parents' Association President: Joanna Carlo
SLT Chairperson: Hema Bhramdat
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 25 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, Room 715
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3754 Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ 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)
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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.

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

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

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

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

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

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

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

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

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

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

In July 2013, 2014 and 2015 rising Seniors traveled to Paris, France, Barcelona, Spain, and London, England, respectively, as part of a CUNY Queens College/Queens School of Inquiry collaborative study abroad program. Our high school students were enrolled in credit bearing college history and/or art courses. The students go to class every morning for three hours at a local university, and spend their afternoons on excursions connected to what they are learning in class.

We celebrate our students successfully earning college credit while in high school. Many of our alumni graduate Queens School of Inquiry and enter college as sophomores. One hundred percent of our graduates in 2012, 2013, 2014 and 2015 earned at least three college credits. All graduates received acceptance to at least one college/university of their choice. The study abroad program, our newest collaboration with CUNY Queens College, is one more exciting way we prepare our students for a successful college experience.

25Q252 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	560	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	3	# Integrated Collaborative Teaching
				40
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	6	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.5%	% Attendance Rate		94.9%
% Free Lunch	45.3%	% Reduced Lunch		11.9%
% Limited English Proficient	2.4%	% Students with Disabilities		14.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		16.4%
% Hispanic or Latino	25.3%	% Asian or Native Hawaiian/Pacific Islander		38.6%
% White	18.1%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.23	# 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)		13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	41.2%	Mathematics Performance at levels 3 & 4		42.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	92.9%	Mathematics Performance at levels 3 & 4		81.4%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	86.7%	% of 2nd year students who earned 10+ credits		86.3%
% of 3rd year students who earned 10+ credits	83.6%	4 Year Graduation Rate		93.2%
6 Year Graduation Rate	98.5%			
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		YES
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		YES
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		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES			

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.

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

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

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

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

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

We believe a focus on achievement in Middle School on the NYS ELA and Math exams (QSI students' average scores were 2.8 and 2.9, respectively, in 2013-14) will lead to higher achievement in high school and an elevation in the

percent of students who graduate college ready. This will be achieved through greater alignment between assessments, rubrics and focused instruction.

Moreover, after fully transitioning to a Standards Based Learning and Assessment model in 2014-15 that addressed the Quality Review feedback from 2013, our School Scholarship report reveals a 95.17% overall pass rate.

Ultimately, we lack a full and comprehensive school wide grading and assessment protocol that formalizes and sustains the data already established in our school.

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, 100% of teachers will implement Standards Based Learning and Assessment processes that align to the Common Core Learning Standards. This will be achieved through alignment of assessments to standards based rubrics. Pedagogues will be able to accurately determine baselines and measure progress toward specific goals when full alignment is achieved. This will result in all teachers' ability to make structural adjustments to curriculum and improve academic achievement as demonstrated by students' progress reports.

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?
Tiered professional development for pedagogical staff: - Principal and Coach will create UbD aligned PD modules for staff. (Fall) - Teachers will use research-based protocols to review rubrics and align assessments. (Fall/Winter) - Teachers will evaluate department based standards used in summative assessments against rubrics and CCLS benchmarks to revise published material on the school's grading and assessment platform. (Spring)	All staff	Year long	Principal

<p>School will administer Scholastic Reading Inventory (SRI) to all students at least three times during the school year.</p> <p>- Students who score more than three (3) grade levels below their current grade may take the reading inventory at more frequent intervals.</p> <p>- A Research and Inquiry course has been added for 2015-6. SRI is one of multiple sources from which student data is pulled and inclusion in course is determined.</p> <p>- The second year implementation of SRI will now provide accurate baseline data (Year One was a norming process). The SRI will continue as a tool to evaluate student progress.</p>	All students	Year long	Teachers
<p>School will conduct an internal audit to determine alignment across grades and content area. All summative assessments will be evaluated using standardized and normed rubrics that ultimately align to language and standards used in the online grading and reporting system.</p> <p>- Teachers will translate the work completed during professional development to classroom and assessment practice.</p> <p>- Students will be given opportunities to self-assess and offer peer review using newly implemented rubrics. (Spring)</p> <p>- Parent workshops facilitated by school staff will be held to teach parents how to use the online grading system. (Fall)</p>	All school	Year long	Principal and APs

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>Haikulearning.com, the online grading and reporting system, requires an annual contract and maintenance.</p> <p>Administration will work to develop leadership capacity in Department Chairs and key pedagogical staff to facilitate implementation of goals.</p> <p>Teachers will use Monday professional development and weekly common planning periods to work through each activity/strategy.</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>
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Administrators will participate in, and as needed, facilitate department meetings during Monday PD and weekly common planning sessions to monitor progress through observation.

At school opening, all department standards to be used for assessment purposes will be vetted by Principal and Department Chairs.

Rubrics will be submitted throughout the first semester for vetting by departments.

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

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.

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

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

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

Overwhelmingly, parents, students and teachers indicate that there is a positive school culture and high expectations are communicated to students and staff. QSI had 1136 matches for incoming 9th grade students in 2015. This was to fill only 20 open seats. We view this as a sign of our strength in this area and seek to maintain and grow.

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.

To build on last year's success, our goal is to hold at least one event per month that connects to and celebrates the school and its community.

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 Supportive Environment 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?
During the school's opening week, teachers took responsibility for different events during the school year and a calendar of events was proposed.	School Community	Monthly	COSA
We will increase the number of PSAL teams and clubs for students.	School Community	Seasonal	Athletic Director

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.										
<p>Many events will occur in the auditorium or gymnasium - space and sound equipment are at a premium.</p> <p>Funds will need to be raised to support events.</p> <p>Each event requires commitment from staff, students and parents.</p>										
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	X	PTA Funded		In Kind	X	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.
<p>An event will have occurred each month.</p> <p>Sign-in/Attendance sheets are kept for each event.</p> <p>Reporting of events and promotion of events will be done via a new website. Webmaster will monitor hits on site and event sign-ups via the webpage.</p>

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

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

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

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

During the 2014-15 school year, all teachers engaged with Inquiry Teams. At the Chancellor's Professional Development Day in June, all teacher teams presented work relating to Inquiry Teams. The overwhelming request was for the work to continue into the 2015-16 school year.

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, professional collaborations will be strengthened to ensure that teams of teachers continue to engage in inquiry based action research. All teachers are already members of at least one team. Each team implement the use of protocols for analyzing student work. Teachers will use the baseline data from 2014-15 and the analysis of student work in 2015-16 to measure their impact on student performance and/or school culture.

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>Inquiry Teams will use baseline data from 2014-15 to fully implement and measure growth in 2015-16.</p> <p>- Teams that have emerged include, but are not limited to, "Flipped" Learning, Technology Integration , G.R.I.T., Text Based Discussions in All Content Areas, Intervisitation and Integrating the Arts in the Curriculum</p>	<p>Teachers/Students</p>	<p>Year Long</p>	<p>Teacher Team Leaders</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>Work occurs during Monday PD and Common Planning periods.</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>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.

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

This was addressed in 2014-15 with greater oversight of Common Planning periods and the initiation of Department Chairs. The Principal is overseeing the development of Professional Development as a model for planning and preparation in 2015-16.

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

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 parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The school's master program is designed to allow for co-teacher teams to plan together at least one time per week.</p>	<p>Teachers</p>	<p>Year long</p>	<p>APO</p>

Opportunities for interest and performance based PDs will be offered to teachers on a quarterly basis. - To date, teacher teams have attended professional development and workshops around Understanding by Design with Grant Wiggins, the Flipped Classroom, Autism Spectrum Disorders through NYU and Literacy through The Academy for Teachers	Teachers	Year long	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.											
Funds to pay for registration and travel fees to professional development and workshops. Coverage or substitute teachers are often needed when teachers leave the building to attend these events. Teachers are responsible for maintaining minutes and attendance for all meetings.											
Part 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	X	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.										
Administrators will conduct a mid-year needs assessment through survey monkey to determine if teachers are feeling supported in their collaborative work.										
After the completion of the second observation cycle, administrators will determine which teachers are not yet demonstrating growth in Domain 3 and develop individualized plans for improvement with each teacher.										
Part 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.

In 2013-14, attendance at Parent Teacher Association meetings had dwindled dramatically. The last meeting of 2014 included one parent in addition to the Executive Board.

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

In 2014-15, the PTA, in coordination with the Parent Coordinator and teachers organized special events at each PTA meeting, including but not limited to, a Science Night, a Math Night and a special event where families could meet the coming year's teachers. These were successful and the average meeting welcomed more than 10 families, an enormous jump from the previous year. We would like to increase interest and attendance.

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.

By June 2016, the school is committed to increasing parent participation in school wide activities/functions by at least 10%.

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>
<p>Parent Teacher Association meetings will continue to be re-imagined to support family needs. Themed nights will continue to dominate PTA meetings.</p>	<p>Families</p>	<p>Monthly</p>	<p>Parent Coordinator</p>
<p>Overlapping with our goals to enhance school culture, families will be invited to a monthly events on and off campus to encourage participation in the school community.</p> <p>- We plan to hold Back-to-School Night, targeted parent meetings to support students with a variety of needs, QSI Paint Night, a Zumba-Thon, a talent show and sporting events.</p>	<p>Families</p>	<p>Monthly</p>	<p>COSA</p>
<p>Tuesday afternoons are devoted to parent outreach and meetings. Within the first month of school, teachers attempt to call every family in the school to report at least one positive school day interaction. A second cycle of similar phone calls will be made mid-year. Additionally, teachers post weekly updates to their online reporting page.</p>	<p>Families</p>	<p>Weekly</p>	<p>Teachers</p>
<p>A period has been programmed in every teacher's week to post and report to the online reporting system, haikulearning.com, a page to which all parents have full access.</p>	<p>Families</p>	<p>Weekly</p>	<p>Teachers</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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

Parent outreach tools like an email/phone messaging system and staff and parent commitment to programming events. A COSA position was opened last year to help support the increased number of events, and the number of periods will double for 2015-16.

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)	<p>Did not earn credit for course in previous year.</p> <p>Was listed as Promotion in Doubt in the subject.</p> <p>Where applicable, did not pass regents exam.</p> <p>Received a Level 2 or below on state wide assessment.</p> <p>Has been identified as performing below standards by teachers.</p>	<p>Standards based work and reassessments.</p> <p>Notes supplied online.</p> <p>Flipped classrooms provide video tutorials.</p>	Small group and tutoring	<p>During school day - Reading Intervention class</p> <p>After school - tutoring</p>
Mathematics	<p>Did not earn credit for course in previous year.</p> <p>Was listed as Promotion in Doubt in the subject.</p> <p>Where applicable, did not pass regents exam.</p> <p>Received a Level 2 or below on state wide assessment.</p> <p>Has been identified as performing below</p>	<p>Standards based work and reassessments.</p> <p>Notes supplied online.</p> <p>Flipped classrooms provide video tutorials.</p>	Small group and tutoring	<p>During school day - Math Intervention class</p> <p>After school - tutoring</p>

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

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 25	Borough Queens	School Number 252
School Name Queens School of Inquiry		

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 Meredith Inbal	Assistant Principal Stephanie Barnes
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ms. Yvonne Frazier	School Counselor Joanna Medrano
Teacher/Subject Area ENL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Rose Moyano
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Fred Walsh	Other (Name and Title) type here

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	1	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	1
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]	0	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	1	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)	552	Total number of ELLs	12	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	12	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more years)	1

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

	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	6	0	2	5		4	1			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

* 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							4							0
Chinese														0
Russian							1	1		1				0
Bengali														0
Urdu							1	1						0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			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							0
Emerging (Low Intermediate)							2							0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)							5	2		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													1	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								2	1	1		1		0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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	0	1	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	1	0	0	0
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				
Geography				
US History and Government	1	0	1	0
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.
The assessments used in our school are the NYSETILL, Task performances in content areas, I use NYSITII as well as authentic materilas as baseline assessmnets for incoming students and writing samples in their native languages. The data helps in student placement, in making instructional decisions. In addition, the data helps to inform differntiation and scaffolding practices in core classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The student who took the NYSESTILL this year scored Entering and by law must receive language support. The patterns affect the type of Instructional program the student must be placed. According to the NYSESLAT, our ELL's are generally doing better in reading and writingand speaking. The implication are that we will focus more closely on listening, while prviding support in all modalities.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The ELL teacher can access the NYSETILL and NYSESLAT through ATS to analyzetest scores, and follow annual progress. This information drives grouping, individual planning, student interventions, and professional development, a well. We use RMNR and the AMAO to target specific areas of need and drive instructional practices for ENL population.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - The patterns across performance levels reveal that there is a corelation between advancement in grade level and movement of performance levels (Entering-Commanding).
 - School Leadership uses the data to inform professional development. Teachers in turn use this data to inform their instructional practices.
 - The periodic assessment gices an indication of how the ENLs are doing compared to the native students. The assessment show that ENLs do

better in content areas where language is less demanding. Students can test in their native language, answer questions and a translator can be provided if needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

We are a 6-12 School

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction is designed to meet the students' language acquisition. The ENL teacher ensures that a language objective is incorporated in every lesson; extended time is given to complete assignments, plenty of guided practice, visuals, kinesthetic activities and scaffolding, as well as cultural sensitivity. Students may also be assessed prior to instruction on a particular topic or skill, so the lesson can be modified to meet the individual student language proficiency. Word frames are used for beginners and sentence starters for all other levels. In addition, assessment data is considered before planning instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The ENL teacher works closely with administration, counselors, teachers and special education case managers to assess whether the ENLs are thriving or struggling against their peers in the mainstream classroom. If they are struggling, a plan is developed for student improvement which includes rigorous, and intensive individualized instruction that includes language development and content. In addition, assessment data is used from previous year to evaluate outcomes in relationship to ENL program.

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). During the screening process, an informal oral interview is done to determine if there is a language other than English spoken at home. If another language is spoken at home, the parents/guardians of newly enrolled students are required to complete a home language survey administered by a trained pedagogue. The survey lets the staff know what language is used at home. The HLIS is given to every student that is in the public school system to determine entitlement for ENL program. Translations and over the phone interpretation are available if needed.
If the HLIS indicates that the student uses a language other than English, he/she is given the NYSITELL by a certified ENL teacher within the first 10 days of enrollment to determine eligibility for an ENL program placement. In addition, the Spanish LAB is administered if the student speaks Spanish to determine language dominance. If the student scores below Commanding the student is identified as an ENL. However, if the student scores Commanding they are not identified.
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).
The data from these assessments are used to determine the student's ENL level. Once a determination has been made the SIFE status is removed.
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).
The Language Proficiency Team (School Psychologist, ENL Teacher, Bi-lingual School Counselor and Assistant Principal) determine the eligibility for the NYSITELL. If the Team finds that the student does not require the NYSITELL, it is discussed with the principal. If the principal agrees with the LPT it is referred to the superintendent or designee for final approval.
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.
Entitlement letters are distributed to all parents/guardians after surveys are returned and reviewed by the certified ENL teacher and Assistant Principal. The survey is stored in a locked file cabinet in the main office. Subsequent follow-up calls are made to parents by the parent coordinator. The RCHK report is run twice annually to determine ENL and NYSITELL compliance and eligibility.

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).
Parents receive their appeal rights in their 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.
The ENL teacher is fundamental to the initial registration of all ENL students. During the parent interview/orientation, the parent orientation video and is used to explain all 3 programs. The ENL teacher keeps record of staff that attended the orientation and whether a language other than English was used and if an interpreter was needed. The parent has 5 days from orientation to select a program choice.
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.
The ENL teacher reaches out to families with in 5 day period of their initial enrollment. The ENL teacher reviews the Parent Surveys and Program Selction forms as they are returned. Dates and times of attempted contact are recorded on a parent contact form which is kept in the Parent Coordinators office.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Parents are contacted by the ELL teacher during parent engagement time. A record of attempted contact is kept on a parent communication log in the Parent Coordinator's office.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are mailed out to all ELL families and the ENL follow ups with a phone call.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is maintained in the student's Cummulative records in the Assistant Principal's office.
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.
The NYSESLAT is administred every year in the Spring. The list of all ELLs is generated from ATS through the RCHK screen. The ENL teacher works with the APO to administration of all parts of the assessment during the testing window. Tests sre administered in a separate location.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher reviews ENL status early in the year and maintains ongoing communication with families to ensure that all mailed communication is received and understood. Translators are used when necessary.
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).
The program of choice has been Free Standing ENL. The program is aligned with parents' request. There are currently 12 ENL students enrolled in QSI. Parents are oftened referred to our school by word of mouth and reputation. The parents understand that part of our early college mission is to provide a fully inclusionary program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Minutes are delivered via in-class schedules. The Middle School ENL students are placed in the same class as general education students as the rest of the student population of mixed proficiency levels traveling as a cohort and are supported with push-in co-teaching instruction given by a content teacher, and ENL teacher. The MS has an 8 period a day, 35 period a week schedule. The ENL teacher works with the students during content instruction in collaboration with content teachers to provide language acquisition, vocabulary support along with lessons and or testing accommodations. Students are periodically pulled-out by the ENL teacher periodically to provide one-to-one instruction time. The High School ENL student is placed in classes based on student ability and Regents requirements. The HS runs on a block schedule and a 8-10 period day.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?
An ENL's program is developed in collaboration with the ELL teacher, the APO and the Bi-Lingual School Counselor to ensure that a student's schedule is based on their grade, proficiency levels, student work, formal and informal assessments and test results. Instruction is adjusted according to the variety of data and evidence. The ENL teacher reviews all ENL schedules and uses their proficiency levels to establish the schedule that will provide the 540, 360 or 180 minutes necessary to meet the individual needs of the ENL student. Common Core Learning Standards are addressed in all core classes and the ENL teacher uses the ELA class and other core classes to meet the required minutes.
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.
All 12 students at QSI are enrolled in the Free Standing ENL program. Common Core Language Standards and College Readiness Standards are implemented in all classes. All content is delivered in English and students are expected to use English in all classes. Student are in a supportive environment that share high expectations in performance aligned common core and college readiness goals. Multiple instructional strategies are used and supports are used to assist students in meeting the standards. To make content more comprehensible test are given in simple language or orally. use of speech appropriate for students' proficiency level (slower rate, enunciation, and simple sentences), explicit vocabulary development with visuals when able, activating prior knowledge, directions are repeated and clarified, tests and textbooks are available in students' native language, small group work is emphasized, modeling, audiovisuals, graphic organizers, and students' can be paired with bilingual student. Students that require more extensive services are pulled out by the ENL teacher and the lessons are pre taught and modified. Math lessons are modified by by lower to high work and students move through levels as they gain knowledge and understanding of math concepts. Emphasis is placed on Math and ELA skills.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
All students are given periodic assessments throughout the year, and when needed students' native languages are used as an are considered an asset. If an ENL student is in the early stages of language acquisition, the ENL teacher works collaboratively with the content area teacher to ensure that writing assignment, oral responses to tests, and classwork are translated in the students' Native language. Additionally, screeners are used quarterly to evaluate student progress.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ENL teacher looks at the NYSESLAT performance over time to analyze any gains in listening, speaking reading and writing. A student's response to a reading comprehension question is a powerful way for an ENL student to demonstrate what they've learned, and for the teachers to evaluate the four modalities, and using rubrics that integrate ELA and ESL performance standards for all modalities of English. In addition, awareness of students' background, recognition of their prior literacy experiences and knowledge of the challenges and benefits the student experiences, help us to be more effective in evaluating their language levels and individual instruction.
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

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

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

The SIFE students receive services from the ENL teacher daily, as needed including their mandated units per week. In addition, they receive intensive literacy support, increase sheltered instruction, native language instruction, an introduction to basic school activities and skills, and community resources for their families, if needed. Differentiation may include, increase use of visuals (picture glossary), collaborative learning activities, hands-on-learning, phonics, labeling, role playing, phonics and demonstrations. If needed the students are given a flexible schedule that would allow for a gradual transition into the classrooms and more one-to-one intervention.

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

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

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

Former ENLs may continue to receive testing accommodations and 90 minutes of instruction per week for up to 2 years, and we provide transitional supports in the first year the ENL is identified as Commanding.

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?

Instris organized around grade-appropriate content, and provides access to core curriculum: language and content learning are integrated, and multiple opportunities for students to process information verbally and nonverbally are given, such as drawing and role play, discuss, review, question, read and write about. Lessons are planned with students' proficiency levels in mind. Movies, videos and audio books are used to reinforce the lessons in Science, ELA and History with English subtitles. Literary books and textbooks are provided in their native languages if needed and strategies such as Think, Pair, Share are used. Math Scaffolds using manipulatives math game with real-life situations. In addition, flexible grouping is provided (heterogeneous groups), that provide opportunities for social, linguistic, academic development. Also, a variety of assessments are given that permit the student to display learning through different modalities of strength (oral, written, kinesthetic and auditory).

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?

In determining the students' IEP and ENL needs, the student and staff schedules are aligned to make co-planning and push-in possible. A program is put in place to accommodate all parties. This helps to support a fully inclusionary program without pull-out services. The ENL and IEP teachers have scheduled co-planning time with general education staff, grade level teams and departments.

Chart

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 <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

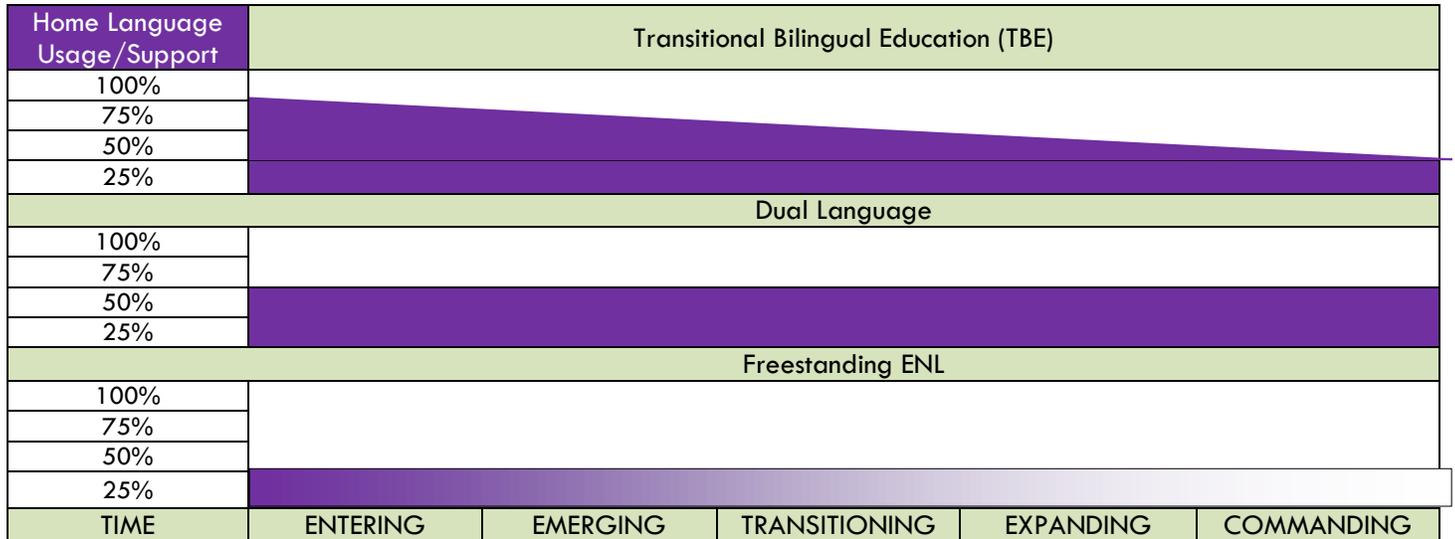


*Note “other approved services” does not apply to New York City at this time.

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. Target intervention programs for ENLs (Entering and Emerging) that are struggling in ELA, Math, Science and History include small group support. Targeted support is also given in non-core classes 3 times a week for all students who scored below a 3 in the ELA and Math State Exams.
The ENL teacher provides additional assistance during her office hours for Entering, Emerging and Transitioning ENLs. Rosetta Stone and Apps on the iPad are used for Entering and Emerging ENLs as well as SIFEs and long term ENLs. High School ENL students receive additional help in Socratic Seminar which targets listening, speaking and reading. As part of a balanced literacy program, ENLs engage in shared, guided and independent reading and writing. When appropriate parallel texts are purchased.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
QSI uses standards based grading and all students are given actionable feedback regarding their progress to meeting goals. In addition, all ENLs are able to participate in a meaningful way in their content classes. The ENL teacher maintains consistent communication between teachers and parents in support of ENL students.
12. What new programs or improvements will be considered for the upcoming school year?
The ENL teacher will become part of the beginning year grade orientations to preemptively meet with transitioning ENL students. In addition, the ENL teacher will work with the parent coordinator to plan PD for teachers as well as workshops for families.
13. What programs/services for ELLs will be discontinued and why?
No services will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
QSI is a full inclusion school and the ENL program does not compete with other school programs.
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.
The ENL teacher uses iPad apps to help support word for word translations and visual supports to improve language acquisition. In addition, iPads are available for home lending to support language acquisition to families outside the school day. Furthermore, classroom teachers use smartboard technology, books on tape, graphic organizers and visual word walls. The ENL teacher preteaches and front loads vocabulary, modifies curriculum. Castle Learning is an online study guide preparing ENL students for science, math and English Regents. Students use recorders to prepare for presentations. The ENL teacher uses the iPad to record students' stories and track progress speaking and listening.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our program is a free standing ENL program and all 12 students are enrolled in the program. All content is taught in English using ENL methodology and native language support. The native language is delivered through books, dictionaries, glossaries, portable translators or bilingual teacher/student. Newcomers and beginners can respond to literature in their native language. Text can be ordered in the student's native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Books/materials are both grade and age appropriate, as well as the content support that the student is receiving. The syllabi for every course have gone through an extensive accreditation process to ensure that all instructional materials in all content area at all grade level are age appropriate and aligned to CCLS.
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).
All students participate in orientation. This is organized by MS and HS counselors, parent coordinator, Community Coordinator, Assistant principal and Principal. When a new ENL student arrives they are matched with a grade peer who helps them navigate the school environment. Whenever possible a native speaker is chosen.
19. What language electives are offered to ELLs?
Middle school students take Spanish. High school students may choose from Spanish, Latin or Japanese.
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)?

N/A

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.)
The ENL teacher is given time to participate in UFT/ DOE sponsored webinars and workshops. In addition, she is encouraged to seek out any PD of interest that would add to her practice. In addition, our ENL teacher is currently enrolled in an on line course called, ESL and the Use of Technology sponsored by the DOE.
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?
All QSI staff engage in a weekly PD focused on standards. Teachers work in groups to look at student work and develop exemplar lessons and units around the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
QSI is a 6-12 school. However, the ENL teacher will work closely with the College advisor and the ECI College Liaison to help ENL students transition to college.
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.

Paste response to question here:

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?
The ENL teacher uses parent contact time every Tuesday to reach out to ENL parents to discuss progress and areas of concern. Translators are used as needed.
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.
The ENL teacher keeps a log of all contacts on a parent contact log that is filed in the Parent Coordinators office.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ENL parents are encouraged to be part of the QSI family and participate in PTA, school activities such as sports/clubs and PTA sponsored events like the International Dinner.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
SONYC and Beacon are two CBOs that work closely with the community.
5. How do you evaluate the needs of the parents?
Parent needs are evaluated through parent surveys and meet the teacher night, PTA and SLT. The ENL teacher keeps consistent contact with all ENL families and brings parents' concerns directly to administration.
6. How do your parental involvement activities address the needs of the parents?
Parent activities provide families with information about grading policies, how to access their child's progress and use of technology. In addition, the school activities allow time for new families become familiar and part of the larger QSI culture.

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.

Paste response here:

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: 252 **School Name: Queens School of Inquiry**
Superintendent: Fred Walsh

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.

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

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.

Currently we have 12 ENLs and 551 students. The languages spoken as identified through the previously stated methods are: Spanish, Chinese, Russian, Farsi, Bengali, Arabic, Bangali, Philipino, Urdu, Pashto, Mandarin and Punjabi. Written and oral translations are provided by the DOE website. The findings are reported to the school via parent meetings, teacher conferences, staff meetings, letters and flyers.

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.)

We use the services of our parent coordinator, bilingual staff and parent volunteers. We translate report cards, progress reports, field trip notices, flyers, consent forms, Chancellors Regulations opening letter, Respect for All, Medicaid and parent brochures. The ENL teacher translates student work. The parent coordinator translates standard Community Guide for parents and the yearly supply list. In addition, we use translation services available via phone.

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.

Any interpretation service QSI needs is done in-house. Interpreters are available during the in-take process, at the annual Open House event, Parent Teacher Conferences which are held three times a year. In addition, services are provided for IEP meetings. In-house interpreters are used for informal parent contacts.

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.

QSI provides translation services through in-house staff and DOE websites. Parents are informed of their parental rights during the intake process and all information is provided in their native language.

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.

QSi provides interpretation services through in house staff and when needed via DOE Translation and interpretation services.

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 Parent Coordinator attends all PD associated with her position. In addition, staff is provided current information regarding translation and interpretation services information at staff meetings and postings on our school site, Haiku -Queens Inquiry.com.

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

QSI provides, during intake, The Parents Bill of Rights in their Native Language. A sign is posted in close proximity to the Main entrance information regarding language services. In addition, parents are provided, via telephone, translation and interpretation services through the T&I Unit.

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)

QSI will monitor parent feedback through parent surveys and Parent Coordinator and staff phone contacts/logs