

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **29Q289**

School Name: **QUEENS UNITED MIDDLE SCHOOL**

Principal: **RICHARD RODER**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens United Middle School School Number (DBN): 29Q289
Grades Served: 6,7, 8, SE
School Address: 229-02 137th Ave Queens NY 11413
Phone Number: (718) 723-3501 Fax: (718) 723-3507
School Contact Person: Richard Roder Email Address: RRoder@schools.nyc.gov
Principal: Richard Roder
UFT Chapter Leader: Michelle Rand
Parents' Association President: James Tatum
SLT Chairperson: Bryan Alexis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nadine Lancaster
Student Representative(s):

District Information

District: 29 Superintendent: Lenon Murray
District 29 Office @ PS/IS 295Q
222-14 Jamaica Avenue – Room 217
Superintendent's Office Address: Queens Village, NY 11428
Superintendent's Email Address: Lmurray3@schools.nyc.gov
Phone Number: 718 264 3146 Fax: 718 264 3148

Borough Field Support Center (BFSC)

BFSC: Queens District
27,28,29 Director: _____
82-01 Rockaway Blvd, Ozone Park, NY 11416
Room
420
Director's Office Address: _____

Director's Email Address:

mwilks@schools.nyc.gov

Phone Number:

917-520-6743

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)
Richard Roder	*Principal or Designee	
Michelle Rand	*UFT Chapter Leader or Designee	
James Tatum	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Nadine Lancaster	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>	
Nadine Hurry	Member/Parent	
Sheena Stanislaus	Member/ Teacher	
Melissa Gendler	Member/ Guidance Counselor	
Nadine Lancaster	Member/Parent	
Marjorie Grey	Member/Parent	
Bryan Alexis	Member/Parent	
Rohan Tait	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shamia Ferguson Bergen	Member/Parent	
Jason T. Akbar	Member/Assistant Principal	
Greg Silver	Member/ Teacher	
Matthew Ogle	Member/UFT	
Gulsun Cavusogluu	Child Center of NY- CBO	
	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.

Queens United Middle School (QUMS) was the first choice middle school in District 29. We are in a co-located building. We serve scholars from over 45 different elementary schools throughout the district. Our school day is from 8:20 A.M. - 5:00 P.M. Through a generous grant, all of our scholars engage in an expanded school day which includes common core aligned curricula with a focus on literacy, citizenship, and enrichment electives. With over twenty five enrichment electives, a dedicated strategic literacy period, an intensive guided reading program (through Harvard Education Labs), life skills course and a research course; we educate our scholars through a holistic approach of academic, social, and emotional support.

We partner with TASC (The After School Corporation), MSQI (Middle School Quality Initiative), Long Island University: Post, Justice Resource Center, New York State Bar Association, Harvard Education Labs, and the Child Center of New York . All of our partners have been instrumental in helping our scholars become high school, college, career, and life ready. We are grateful for their thoughtful work with our school.

Our scholars are currently engaged in **Project Citizen** , a service learning based curriculum, where our scholars take action to improve their school and community. For example, scholars are developing initiatives to raise awareness school wide for bullying, childhood obesity and character development.

Our partnership with Long Island University: Post has supported our mission of developing critical thinkers in our scholars in many different ways. Our scholars have led the “ **Courageous Conversations** ” project where we communicated via webcast at LIU: Post’s campus tele-communications room with learners from the Desmond Tutu Secondary School near **Cape Town, South Africa** around important issues as citizenship, culture, education and morals. In addition, Post faculty, students and continuing education students have created and develop a curriculum entitled, “Hurt and Hope.” “This curriculum includes three generations of people sharing their own personal stories of “hurt and Hope” through storytelling. The dance department at LIU: Post has visited our school and worked with our scholars to express stories of hurt and hope through expressive dance.

We are proud of our accomplishments at QUMS. As one of 25 schools in the Middle School Quality Initiative (MSQI) during the 2013-2014 school year we ranked number one in progress of increasing reading comprehension skills of our scholars. We have maintained the highest attendance rate among all middle schools in District 29. Our scholars had also demonstrated growth across all content as measured by internal assessments.

We are a learning community consisting of three core pillars: critical thinking, civic responsibility, and high school, college and career readiness. All students build and develop the skills to succeed in school and life by way of thinking critically about community issues and becoming informed citizens that take responsible action to effect positive change.

With an inquiry-based approach to learning, student thinking is pushed to a deeper level of understanding of content and solutions to real life issues. Student discovery is supported with thoughtful classroom instruction, discussions, and tasks that guide students through the learning process and develop leadership capacity. Our school community prides itself on all school members taking an active role in sustaining a respectful, tolerant, and safe environment for all to learn and achieve at high levels.

With this in mind, we will continue to focus on high level questioning and lively discussion school wide with an emphasis on embedding our essential learning skills (problem formulation, research, communication) within our classroom

instruction. In addition, we will be implementing school based critical thinking rubrics for discussion and writing for scholars to self-assess their work and understand the expectations and criteria of high quality scholarly work.

29Q289 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	148	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	12	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	113.8%	% Attendance Rate			93.4%
% Free Lunch	63.8%	% Reduced Lunch			11.3%
% Limited English Proficient	2.5%	% Students with Disabilities			20.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.3%	% Black or African American			90.0%
% Hispanic or Latino	5.0%	% Asian or Native Hawaiian/Pacific Islander			1.3%
% White	2.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			3.9
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.1%	Mathematics Performance at levels 3 & 4			14.5%
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	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		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			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

The key data points below highlight our strengths that were noted by reviewers or evidence in scholar achievement:

- Degree of Reading Power: It was cited from the Degree of Reading Power that 59% of sixth graders and 55% of seventh graders showed growth in literacy.
- Framework for Great Schools Report 2015: It was cited in the Framework for Great Schools Report that the shifts in math was 88%.

Strengths: The 2014-2015 school year was the schools second year of operation. Teachers worked alongside School Leadership to navigate the challenges of implementing new strategies to ensure scholar success. As a school we focused on increasing rigor in instruction and analyzing scholar work to identify trends and patterns. The work focused on:

1. Supporting teachers in developing coherent instruction and meaningful performance tasks across all content areas with various tools to identify rigor.
2. Implemented a discussion and writing rubric that scholars used to assess their progress within a classroom discussion and writing.
3. Supporting teacher teams with a six week data cycle of assessing scholars, analyzing scholar data, and making any necessary changes and to modify instruction as needed.

Needs: Our instructional priority for the 2015-2016 school year is to deepen scholar accountability for their learning through various assessments, school-wide discussion rubric, and standard base performance tasks.

The key data points below highlight some of the challenges that were noted by reviewers or evidence in scholar achievement:

- Framework for Great Schools Report 2015: It was cited in the Framework for Great Schools Report 2015 that 40% of those surveyed felt that the quality of scholar discussion was rigorous.
- Framework for Great Schools Report 2015: It was cited in the Framework for Great School Reports 2015 that 80% of those surveyed felt that there shifts in literacy.
- Framework for Great Schools Report 2015: It was cited in the Framework for Great Schools Report 2015 that 81% of those surveyed stated that there was a focus on scholar learning was 81%.

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.

Scholar Engagement:

By the end of each unit, scholars will be accountable for their learning by improved performance by at least 85% of scholars demonstrating growth in key standards from pre and post unit assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>Action/Strategy: Teacher Planning</p> <ul style="list-style-type: none"> • Development of curriculum maps/unit outlines. • Identify specific standards that will be taught for each unit. • Develop a performance task that meets the specific standards that are being taught within each unit. • Develop a plan of study to ensure that all standards are being taught within the unit. • Develop a pre- and post-assessment aligned to the unit standards. • Meet with School Leadership for planning session to review lessons, performance tasks and assessments on a weekly basis. 	<p>Teachers</p>	<p>September - June</p>	<p>Teachers, School Leadership</p>
<p>Action/Strategy: Unit Assessment</p> <ul style="list-style-type: none"> • Continuously gauge student understanding through formative assessments and conduct small group instruction for remediation and enrichment students throughout unit for mastery of standards. • After 6 weeks, assess students with a post-assessment which meets the specific standards that were taught during the unit. • Analyze standards from previous unit and reteach in the next unit as stated in the Data Cycle. 	<p>Teachers</p>	<p>September - June</p>	<p>Teachers</p>

<ul style="list-style-type: none"> Track progress of scholars with content specific data trackers. Upload pre- and post- assessment data to the school-wide data spreadsheet. 			
<p>Action/Strategy: Data Analysis</p> <ul style="list-style-type: none"> Teachers will assess scholar understanding at the beginning of a unit with a pre-assessment. Teachers will analyze data and develop a plan of instruction. Teachers will review data throughout the course of a unit and develop a re-teach plan Pre- and post-assessment data will be entered into a school-wide data spreadsheet. Teachers will identify students that did not master standards and develop a corrective action plan to reteach standards. Teachers will reteach standards to whole class or within small groups. School Leaders will meet with teacher teams to discuss specific trends and next steps. 	Teachers	September – June	Teachers, School Leadership

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.											
One on one weekly planning with administrators, classroom inter-visitation, department teacher teams											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>End of January: Indicators of Progress</p> <ul style="list-style-type: none"> By the end of each unit, scholars will be accountable for their learning by improved performance by at least 85% of scholars demonstrating growth in key standards from pre and post unit assessments.

*Curriculum maps/unit outlines for all content areas for the year are complete and posted to Google Drive.

- All content areas upload pre- and post-assessment data for units one to three are posted to school wide spreadsheet.
- Analysis data from units and develop corrective action plans to reteach material.
- School Leadership meetings with Teacher Teams to discuss trends within the units and data analysis.

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 key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- Framework for Great Schools 2015: It was cited in the Framework for Great Schools that 89% were reflective in their dialogue about their practice.
- Framework for Great School 2015: It was cited in the Framework for Great Schools that 80% of teachers felt they had an influence on.

Strengths: During the 2014-2015 school year, teachers worked collaboratively to develop several initiatives within the school community. School Leadership worked with teachers during planning sessions on a book study based around assessment. The work focused on:

1. Supporting teachers in developing effective assessment strategies that impacted student learning and informed instruction.
2. Implementing “Leaders of Their Own Learning” to support in implementing Learning Targets across all content areas to increase student understanding and ownership of their own learning.

Needs: Our instructional priority for the 2015-2016 school year is to share best practices throughout the school community through inter-visitations.

- Advance Teacher Practice: According to Advance Measure of Teacher Practice, 100 % of teachers received an overall score of Ineffective or Developing in Danielson’s Component 3b, Questioning and Discussion.
- Advance Teacher Practice: According to Advance Measure of Teacher Practice, 82 % of teachers received an overall score of Ineffective or Developing in Danielson’s Component 3c, Engaging Student in Learning and Danielson’s Component 3d, Using Assessment.

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.

Staff Engagement:

By the end of each unit (or 6 week cycle), staff members will observe, reflect upon and implement best practices of colleagues by way of classroom inter-visitations. This will be measured by staff providing written reflective feedback to colleagues and implementing observed best practices in their own classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) 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>Action/Strategy: Teacher Inter-visitations</p> <ul style="list-style-type: none"> • Teachers will develop an inter-visitation form and inter-visitation binder to place forms in. • Teachers will develop and display a calendar each month that sites which teacher they will be observing for a specific best practice. • Teachers will visit a classroom using the inter visitation reflection form to observe best practices. • Upon completing inter visitation, teachers will reflect and provide actionable next steps for implementation into their own practice. • Inter visitation reflection form will be placed in binder for other staff members to review. • Teacher who performed the inter-visitation will meet with observed teacher to debrief on observable actions. 	<p>Teachers</p>	<p>September - June</p>	<p>Teacher Team Leaders, Teachers</p>
<p>Action/Strategy: Implementation of Best Practices</p> <ul style="list-style-type: none"> • Teachers will reflect on observed best practices from inter-visitations. • Teachers will implement observed best practice into their own teaching practice. • Teachers will continue to reflect on their implementation of a best practice which was observed during inter-visitations. 	<p>Teachers</p>	<p>September - June</p>	<p>Teachers, School Leadership</p>

<ul style="list-style-type: none"> • School Leadership will meet weekly with teachers during planning sessions to discuss observed best practices. • School Leadership will provide feedback on the implementation of best practices through observations. 			

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.											
Planning sessions, teacher teams, inter-visitation schedules											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
End of January										
Indicators of Progress										
<ul style="list-style-type: none"> • Calendar and binder for inter-visitation forms are developed. • Each teacher will have completed three inter-visitations, completed inter-visitation form and reflected on best practice for implementation into their own practice. • Teachers will have meet with School Leadership to discuss observed best practices and plan of action to implement into their own practice. • Teacher performing inter-visitation would have met with teacher observed and documented the inter-visitation debrief. 										
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 key data points below highlight our strengths that were noted by reviewers or evidence in student achievement:

- Middle School Quality Snapshot: It was cited in the 2013-2014 Middle School Quality that a 100% of our parents are satisfied with the education their children were receiving.
- School Parent Meetings: During the 2014-2105 school year, the school in conjunction with a member from Child Center of New York provided parents with Common Core Mathematics and ELA workshop for parents.
- Framework for Great Schools Reports 2015: It was cited in the Framework for Great School Reports that 93% of parents felt that there was teacher outreach to parents.

Strengths: During the 2014-2015 school year, teachers and School Leadership made every effort to support parents in assisting in educating their child. The majority of our work focused on:

1. Providing parents with workshops around Common Core and Open Forums to encourage parental involvement in their child’s education.
2. Frequent communication with parents through School Messenger and Engrade regarding school events and announcements.
3. Partnering with Child Center of New York to provide workshops for students and parents.

Needs: For the 2015-2016 school year, teachers and School Leadership will collaborate to foster further parental involvement within the school community and their child’s academic success. Our current data reveals that more work needs to be done around parental involvement in the school.

The key data points highlight some of the challenges that were noted by reviewers or evidence:

- Framework for Great Schools Report 2015: It was cited in the Framework for Great Schools that 75 % of people surveyed felt that there was parental involvement in the school.
- Parent Teacher Conferences: It was cited from attendance at Parent Teacher Association meetings that on average 10 parents of students out of 150 parents of students were present.

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.

Family Engagement:

By June 2016, 90% of families will actively communicate weekly with our school through Engrade, resulting in increased family engagement, as measured by at least a 10% increase of attendance at each school event.

Part 3 – Action Plan

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.											
Open houses, Family messenger											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
End of January
Indicators of Progress
<ul style="list-style-type: none"> • Teachers would have disturbed Engrade log in information to parents are the school’s Open House. • Teachers would have sent home Engrade log in information for parents through student backpacks. • 80% of our parents will have registered an account on Engrade. • Weekly teacher communication with parents through Engrade. • Weekly communication with parents from School Leadership through Engrade.
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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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)	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one to one tutoring	During the day
Mathematics	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one-to- one tutoring	During the day
Science	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one-to- one tutoring	During the day
Social Studies	Deficiency in a skill, concept and/or standard as measured by internal school assessments and state and local assessments	Re-teaching of skills embedded in the CCLS with a different approach and differentiated tasks for student development and practice of these skills	Small group or one-to- one tutoring	During the day
At-risk services (e.g. provided by the Guidance Counselor,	Behavioral or social emotional concerns expressed or	Counseling sessions (small group or one on one)	Small group and one-to- one	During the day

<i>School Psychologist, Social Worker, etc.)</i>	displayed by student/family			
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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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<p>Strategies for recruitment include advertising in New Teacher Finder and attending teacher career fairs at St. John's University. In addition, we have partnered with Long Island University: Post who have advertised our positions within their career placement center. Additionally, we advertise at Molloy and York colleges.</p> <p>We have an 80% retention rate of teachers and staff this school year. All teachers have a variety of leadership roles within our school. They are valued members who lead events to promote positive school culture, facilitate professional development sessions, engage in teacher and grade level teams and school based committees. Teachers engage in external professional development with Ramapo for Children, internal professional development and Generation Ready consultants. Teachers are teaching within their content area and have agreed to engage in common planning during their professional period.</p>

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).
<p>We believe that high quality professional development is determined by staff and student needs and becomes more effective with staff input. An annual professional development calendar is developed and shared with members of the staff. Our staff engages in a weekly professional development sessions on Mondays. The content of these sessions is based on findings from teacher and student data. For example, school wide trends and patterns about teacher practice are gathered from Advance. Baseline, interim and summative data are also used to determine professional development content that serve to improve or enhance student performance. Activities for these sessions are determined and designed by the staff in collaboration with school leaders. Every staff member has a valuable expertise that is shared with the school community. Some professional development sessions address the various pedagogical and cognitive demands of the CCLS. For example, some of our sessions included work around increasing rigor in the classroom</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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	SWP \$73,493	X	
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)

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. **Queens United Middle School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Queens United Middle School**, will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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

Queens United Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 29	Borough Queens	School Number 289
School Name Queens United Middle School		

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 Richard Roder	Assistant Principal Jason Akbar
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Harriet Humphrey	School Counselor Melissa Gendler
Teacher/Subject Area Christina Vagenas/ELA	Parent James Tatum
Teacher/Subject Area Heather Baxter/SEPD	Parent Coordinator Pierre Loiseau
Related-Service Provider Laurie Shuster	Borough Field Support Center Staff Member Marlene Wilks
Superintendent Lennon Murray	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		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	247	Total number of ELLs	3	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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)	

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

	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	1			2						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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
French									1					0
Arabic							1							0
Haitian									1					0
TOTAL	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																		
Haitian																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								2	2					0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														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)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)								1						0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
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.
 Fountas and Pinnell is used to assess our schools early literacy skills with our ELL's. We have implemented a push-in model where students are supported in the classroom with supplementary information, pictures, and vocabulary to assist them in following and learning the curriculum. Through the utilization of ongoing research and data analysis, the focus will be to implement individualized and differentiated instruction. The emphasis for the 2015-2016 year will be the efficient infusion of technological utilization on the collection and disaggregating of data to inform instructional decisions with a focus on literacy.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Based on student performance levels and our students struggle with comprehending complex statements and higher level questions. Students understand rudimentary activities and instruction. Their comprehension is limited to simple instruction, text and familiar vocabulary.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 As a school, our focus this school year is to continue to improve on our best practices we have developed over the Summer in implementing the Common Core Standards with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored through a six week data cycle. Detailed information about each students about specific learning needs and daily direct intervention will help students attain mastery of the stanadrds. Extensive differentiated strategies, techniques and learning modalities will be developed, incorporated and utilized so that learning is not repetitive and the re-teach segment is delivered differently the second time with the same rigorous content.

As we have increased our technological capacity through the purchase of lap tops and iPads, this will facilitate immediate feedback and data for students and teachers. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at students work at regularly

scheduled intervals.

Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful specific feedback is key for the successful implementation of our focus.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Students who are entering the NYC Public school for the first time with little or no English ability acquire the ability to understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers. Students can understand some narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.

At this time, the movement from intermediate to advanced is minimal. There is growth in the modalities (reading, writing, speaking, and listening). However, the delay in moving to the next proficiency level is minimally evident. This pattern is also consistent from advanced to proficient.

Collaboration between principal, ESL teacher and classroom teachers produced the following practices must be incorporated in all settings where ELLs are present to increase comprehension by using Close Reading, Reciprocal Teaching and Word Generation. Close reading requires a substantial emphasis on readers figuring out a high quality text. This figuring out is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through some textbook commentary). Word Generation's focus is to expose students to academic vocabulary across content areas. Scholastic's Code X includes materials and resources to aid general education teachers in differentiating instruction to meet the need of ELL students. Reciprocal teaching is a goal for all students to be able to have a dialogue to help construct the meaning of a text through predicting, clarifying, summarizing, questioning.

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*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
Classroom teachers of ELLs regularly participate in professional development focused on meeting the needs of ELLs. Monthly conferences are held with the classroom teacher and the ESL teacher to discuss classroom performance of ELLs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The evaluation of the success of our ELL program meeting AYP is based upon the results of the NYSESLAT. All four modalities are individually examined to review growth and how we can address the needs of our ELLs. It is during this meeting where we determine summer school enrollment and possible ELAND review. Letters are sent to the parents as to their child's proficiency level and their continuation or non-continuation in the ESL 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.
During the intake process, all parents receive a home language survey to complete (the parent has the option of completing the survey in their native language). After the completion of the home language survey, Harriet Humphrey (certified ESL teacher) reviews the responses to the questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part 1 indicating that the child speaks a language other than English and two questions from part 1 that indicates the student uses a language other than English, Mrs. Humphrey administers the LAB-R (language assessment an battery revised exam) within the

first ten days after enrollment. An informal oral interview is conducted by Mrs. Humphrey and the ELL student. Mrs. Humphrey asks the student five simple ended questions. The questions are not graded however the responses are kept in the students cumulative records. Mrs. Humphrey is responsible for administering the HLIS along with our special education teacher, Mrs Baxter. Mrs. Baxter will aid the parents of new entrants with completion of the HLIS. The Spanish LAB-R will be administered by a licensed Spanish fluent speaking teacher. If one is unavailable, our school will employ an individual to meet this need.

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).

After reviewing all information, attending a school orientation in August (all in the parents' native language) families choose whether they want their child to attend a Transitional Bilingual, Dual language, or a Freestanding ESL program. Families are provided with a letter in their native language which describes each program offered. Whatever program they choose, parents must complete an entitlement letter (Parent Survey and Program Selection forms.) The forms are filled out and signed and returned to Mrs. Humphrey within 5-7 days of the orientation. If the parent receives the forms and has not returned them to the ESL teacher then the child is automatically placed in ESL until further notification by the parent. It is noted on the ESL teachers caseload that the parent did not return the forms and the only option for the child is a Freestanding ESL program. With translation assistance provided by the NYC DOE, our newly enrolled families view a video explaining the programs offered.

A student who does not take Bilingual education must take at least ESL. If the parent opts for a Bilingual educational program in the student's native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two contiguous grades must create a bilingual educational program in that native language.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

During the intake process, all parents receive a home language survey to complete (the parent has the option of completing the survey in their native language). After the completion of the home language survey, Harriet Humphrey (certified ESL teacher) reviews the responses to the questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part 1 indicating that the child speaks a language other than English and two questions from part 1 that indicates the student uses a language other than English, Mrs. Humphrey administers the LAB-R (language assessment an battery revised exam) within the first ten days after enrollment. An informal oral interview is conducted by Mrs. Humphrey and the ELL student. Mrs. Humphrey asks the student five simple ended questions. The questions are not graded however the responses are kept in the students cumulative records. Mrs. Humphrey is responsible for administering the HLIS along with our special education teacher, Mrs Baxter. Mrs. Baxter will aid the parents of new entrants with completion of the HLIS. The Spanish LAB-R will be administered by a licensed Spanish fluent speaking teacher. If one is unavailable, our school will employ an individual to meet this need.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school reviews the RLAT ATS report to determine the eligibility and NYSESLAT assessment scores.

ELL entitlement letters are communicated to the parent in three ways:

- 1.) Entitlement letter is mailed to the student's home
- 2.) Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student
- 3.) Mrs. Humphrey notifies the parent/guardian by phone

All families are encouraged to return letters/forms to the school within 3-4 days. All records are maintained through a monthly review process completed by Mrs. Humphrey and assisted by Mrs. David (school secretary). Letters will be housed in student cumulative folders with office copies retained.

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).

Any incoming students identified as ELL will receive the ELL Policy and Reference Guide. Mrs. Humphrey will discuss with the families the process and include within the discussion the process for appealing ELL status.

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.

After reviewing all information, attending a school orientation in August (all in the parents' native language) families choose whether they want their child to attend a Transitional Bilingual, Dual language, or a Freestanding ESL program. Families are provided with a letter in their native language which describes each program offered. Whatever program they choose, parents must complete an entitlement letter (Parent Survey and Program Selection forms.) The forms are filled out and signed and returned to Mrs. Humphrey within 5-7 days of the orientation. If the parent receives the forms and has not returned them to the ESL teacher then the child is automatically placed in ESL until further notification by the parent. It is noted on the ESL teachers caseload that the parent did not

return the forms and the only option for the child is a Freestanding ESL program. With translation assistance provided by the NYC DOE, our newly enrolled families view a video explaining the programs offered.

A student who does not take Bilingual education must take at least ESL. If the parent opts for a Bilingual educational program in the students' native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two continuous grades must create a bilingual educational program in that native language.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school reviews the RLAT ATS report to determine the eligibility and NYSESLAT assessment scores.

ELL entitlement letters are communicated to the parent in three ways:

- 1.) Entitlement letter is mailed to the student's home
- 2.) Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student
- 3.) Mrs. Humphrey notifies the parent/guardian by phone

All families are encouraged to return letters/forms to the school within 3-4 days. All records are maintained through a monthly review process completed by Mrs. Humphrey and assisted by Mrs. David (school secretary). Letters will be housed in student cumulative folders with office copies retained.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. As all records are kept in the Main Office, with the assistance of Mrs. David, those letters not returned to the school will be identified. The school's office staff will reach out to parents to find out the status of returning the letters to school.
9. Describe how your school ensures that placement parent notification letters are distributed. Our school reviews the RLAT ATS report to determine the eligibility and NYSESLAT assessment scores. ELL entitlement letters are communicated to the parent in three ways:
- 1.) Entitlement letter is mailed to the student's home
 - 2.) Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student
 - 3.) Mrs. Humphrey notifies the parent/guardian by phone
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept within the student's file located in the Main Office. Mrs. Humphrey will retain any copies for her records to ensure access to all documentation.
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. All ELLs are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to assess English language abilities. These students are identified through ATS RLAT reports. After reviewing the data, results are available by the new school year and students will either continue in ESL or discontinue ESL services. The test is administered by Mrs. Humphrey. All testing materials are examined for accuracy and archived.

We ensure the NYSESLAT is administered as our testing coordinator, Mr. Akbar, reviews student data and assessment calendars schoolwide to ensure exams are administered. This is a checks and balances system to ensure Mrs. Humphrey has prepared for the examinations.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our school reviews the RLAT ATS report to determine the eligibility and NYSESLAT assessment scores. ELL entitlement letters are communicated to the parent in three ways:
- 1.) Entitlement letter is mailed to the student's home
 - 2.) Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student
 - 3.) Mrs. Humphrey notifies the parent/guardian by phone
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six). After reviewing all information, attending an in-school orientation session and viewing a video tape (all in the parent's native language) parents choose whether they want their child to attend a Bilingual or ESL program. Parents are given a check list to verify viewing of the video and following they check their program of choice. This form is kept in the student's cumulative records. A parent who does not choose a program will automatically be placed in ESL. However, a student who does not take Bilingual education must

take at least ESL. If the school that the student attends does not offer a Bilingual educational program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two contiguous grades (e.g... grade 3 & 4) must create a bilingual educational program in that native language. Here at Queens United we have only the ESL program. After parents have viewed all of the necessary material they usually choose ESL.

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.

Instruction is delivered by a certified ESL teacher who pushes-in with students in their mainstream classrooms. Students are identified by NYSESLAT or LABR score. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together. During ELA instruction and targeted enrichment blocks the following is occurring: Language and Word Study: The focus on Language and Word Generation is on developing children's language and word study knowledge and skills. Language is developed through high quality literature, poetry and texts. Poetry is a powerful component of oral language from the start. Academic Language Development takes place as children investigate language as they speak and hear models of language spoken. *Word Generation – phonics, spelling, vocabulary across content areas

* Reading: Incorporates guided, I independent, read alouds, literature study. (Use of mini-lessons)

*Writing: Daily writing is as necessary as daily reading. It is important to make a reading/writing connection.

 - a. Guided writing – develop small groups to discuss aspects of writing.
 - b. Independent writing – student works silently and individually on their own writing. Daily mini lessons provided based on the needs of the writers.
 - c. Small group instruction-target academically struggling students within the lesson
 - d. Enrichment Groups- targets academically struggling students during two dedicated 50 minute blocks weekly

*Learning New Language:
We learn new language in several ways:

 - a. Conversation – talk with those who provide new language models and interact with us in a way that inspires us to learn.
 - b. Experience – we experience something new and stretch to use new language to describe our experience to others. Talking to others is key. Taking a trip to a new place, we are moved to try new ways of expression as well as new words, phrases or idioms.
 - c. Text – written language ability is expanded through text. Importance of Language Reading and Writing are language based. Using language orally – discussing, sharing, inquiring precedes thinking in writing.

Our focus on reading, writing, and language Development is flexible and can be differentiated to meet specific student needs. These foci support the academic language development which helps to organize instruction and learning. It provides for a high level of language acquisition for the student and fluency in various areas of language

 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Intermediate & Beginning ELLs receive 360 minutes of instruction per week while Advanced ELLs students receive 180 minutes per week. Classroom teachers are provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs. Plans are to be developed specifically to support the student in the classroom. Every teacher of an ELL receives a letter from Mrs. Humphrey with the dates and times in which she will push-in with the students.

ELA instruction includes 270 minutes of instruction per week. In addition, each student receives a dedicated literacy period each day, adding 225 additional minutes per week

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.

Racial, ethnic, and cultural diversity is reflected in many classrooms. The schools has an increased number of students with diverse needs. Students from multicultural backgrounds, students from homes in which English is not the primary language and students with disabilities form a high-needs group more commonly called diverse learners. The diverse composition of the classroom brings many challenges as well as many opportunities to educators. Teachers can create classrooms that respond successfully to the needs of diverse learners when they have the knowledge of effective practices and the support of district administrators, families and community members. With this said, the way we foster language development and align to the CCLS is by:

- Creating an environment to show respect for students and a belief in their capabilities.
- Communicate high expectations to all students.
- Be specific in what I expect students to know and to be able to do.
- Incorporate learning experiences that show respect for students as individuals in order to help build self-worth.

Academically the curriculum must meet the expectations of what students should know and be able to do as per the CCLS. The following strategies help to meet these demands:

- Build upon background knowledge and experiences of students.
- engage students in active learning.
- foster individual, cultural, and linguistic diversity.
- Promote social interaction.

Our students receive

This is indicative of all content areas. Mrs. Humphrey focuses on building the vocabulary of students through exposing students to Tier 3 vocabulary across various disciplines. Students are provided support structures (i.e graphic organizers) to help organize and their thoughts. These methods are in alignment with the CCLS and the CIE as students are required to read and interpret more complex text across content areas with advanced vocabulary.

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

Mrs. Humphrey generates a list of the ELL population. This is given to the testing coordinator. The testing coordinator meets with Mrs. Humphrey to verify list and to access, based on LAB-R and NYSESLAT scores, whether the student would benefit from the administration of the state test in their native language or in English and if the test is not available in their native language, a pedagogue to orally translate the exam to the student will be hired. When a decision is made, the classroom teacher and the principal are notified of the decision. This document is filed with the ESL and testing coordinator. :

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

An ATS report is conducted to identify all ELL's in the school. A roster is created prior to the administration of the NYSESLAT. Once an ELL completes a modality or modalities of the test, their name is verified as to completing that component of the test. This document is secured and filed with the principal. Periodic assessments are done throughout the year with the use of Empire State's NYSESLAT test prep. This book is designed to help students achieve ample success on the NYSESLAT. Mrs. Humphrey has a series of activity books from grades K-8. Students are assessed individually and the results of the test are kept in student binders for portfolio assessment

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

At risk, special needs, and SETSS services are provided to long-term ELLs & SIFE students. Long-term ELLs and SIFE students have specific individual instructional issues to be addressed. They may have achieved conversational fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher (i.e. dialogue journals), small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Each

September, during professional development days, specific strategies and tips for effective instruction of ELL/SIFE students are to be addressed. Addressing the needs of ELL/SIFE students are also included in the teacher's /staff handbook distributed to all staff.

ELLs receiving services between 4-6 years follow English only instructional classes which have been designed to improve the English language learners ability to comprehend his/her core subject areas, through the use of ESL methodologies geared to meeting the standards. Students are given homework and in classroom exams to evaluate their acquisition of the English language. All of their written assignments are placed in portfolios for perusing by the student, their teachers, administrative staff, and parents. Through these tools, students may be properly assessed and held accountable of their academic achievement or, need of academic assistance. By setting these standards and proving a solid curriculum, the ELL students will have a successful and positive school experience.

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.

Any incoming students identified as ELL will receive the ELL Policy and Reference Guide. Mrs. Humphrey will discuss with the families the process and include within the discuss the process for appealing ELL status.

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

The support for ELLs and special education children include a special education and ESL teacher within the classroom directly providing reading or writing strategies for these students. For example, the special education teacher may use informational processing strategies such as charts, graphic organizers, thinking maps or webs to organize student thought and comprehension.

The ESL teacher may be working with students in a small group initially discussing the importance of food in their own culture. This will allow students to be included and participate in the whole class discussion. Students will be able to share their ideas in a smaller group setting allowing for targeted assistance by the ESL teacher. Depending on student levels, the ESL teacher will provide appropriate scaffold material in the ELLs' language and provide access to the Internet where translation software is accessible. Students will grapple with text and re read material multiple times with a different lens each time to identify different patterns. This will allow all learners to gain a deeper understanding of various components of the text. There will be ongoing professional development support that target reading and writing strategies like these for all teachers to use in their classrooms to better meet the needs of the students.

A teacher will adapt his or her instruction to create a safe and supportive learning environment for English Language Learners (ELLs). This would include the recruitment of linguistically proficient teachers that can provide translation and small group and individual support as needed throughout the lessons. The teacher would collaboratively plan and teach with specialized ESL service providers. The teacher will adjust the instruction to address the various student levels of language and vocabulary proficiency. For example, a teacher would not use a freestanding model of speaking entirely in the target language of English if the student is new to country with a remedial understanding of the language. The teacher would change the entry point of learning to meet the levels of all students.

A teacher would need to explicitly model skills in whole group and small group instruction, differentiating and scaffolding questions and vocabulary as needed. The use of visual aids including pictures and the labeling of items around the classroom would provide comfort to an ELL. Students will be given opportunities in classroom activities to share their customs and experiences and learn from culturally relevant materials and resources. This would include differentiated roles within a group activity where all ELL students are participating in some capacity.

Cooperative learning will exist between students as each ELL will be learning from students on higher levels. This peer-to-peer interaction will encourage student solidarity and will empower students to take more responsibility of their own learning over time. The teacher will thoughtfully group or pair students according to language and vocabulary proficiency. Teachers will create learning centers with technology that target language development by way of specific ELL websites and software that allow students to hear, listen and record their native and English languages. ESL service providers and classroom teachers will assess and guide students through the process of achieving English language proficiency.

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?

We have instructional expectations which provide ongoing instructional support to ensure ELL-SWDs expectations are met. The curricula ELL's are being provided for oral language and literacy instruction in English. This allows students to work on different tasks which address the same goal. Teachers will use different resources and entry points to match the readiness

Chart

levels of students when working on the same task. Teachers have resources available which reflect a variety of reading levels for students. Teachers use tiered assignments to adjust tasks to accommodate student needs and respond to student differences during the lesson by reteaching, reinforcing, and extending the lesson. This methodology helps our ELLs-SWD achieve their goals and attain English proficiency within the least restrictive environment.

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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

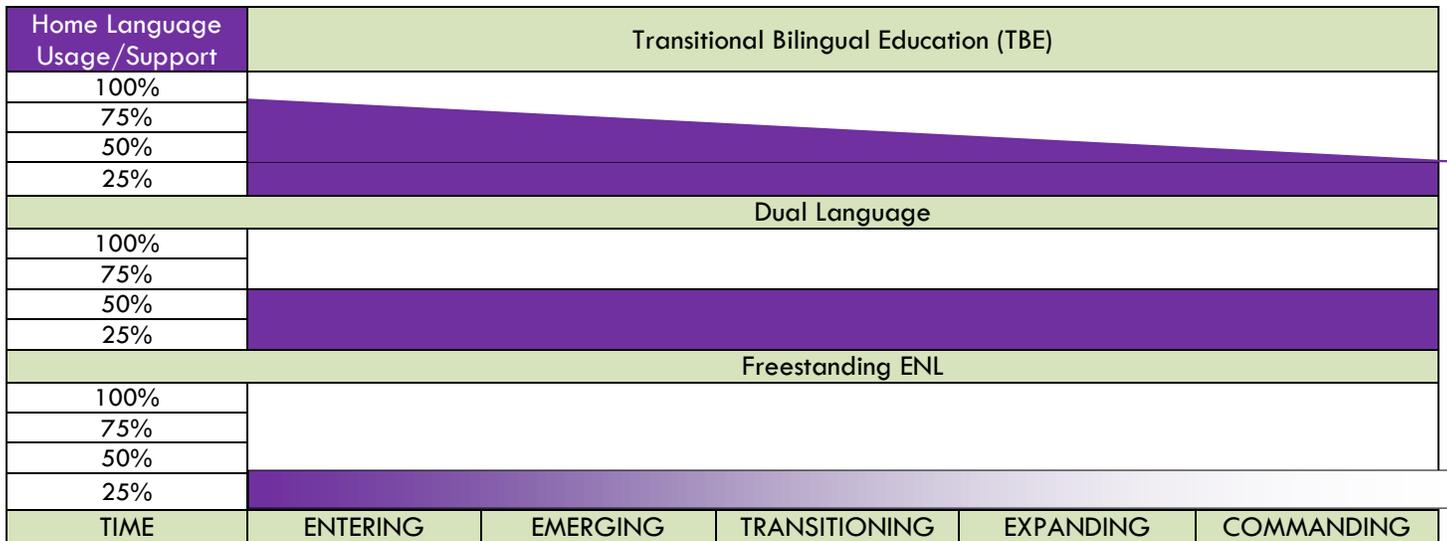


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Each ELL student is enrolled in a Literacy class or Guiding Reading class which targets reading within ELA. The school purchased Study Island, an online program which allows ELL students to target specific standards in ELA and Math that they need to address. Within each classroom, teachers target students based on data trackers and address strengths or weaknesses in standards through small group instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ESL teacher works closely with our content teachers to provide the most effective program for ELL students. Through co-planning and weekly check-ins, both teachers develop a program that works for each individual ELL student.
12. What new programs or improvements will be considered for the upcoming school year?
The school will continue with Study Island as an independent way for ELL students to work on standards they are lacking. The ESL teacher and content teachers will continue to work together to provide the same instructional focus to ELL students and make adjustments as they see fit.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELL students are intergrated into all programming throughout the school day. Within the after school program, ELL students are afforded all the rights that any other student is allowed.
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.
All classrooms beginning in the 2015-2016 school year will be equipped with two desktop computers. ELL students have laptops readily available to them at all times. The school purchased iPads for use in reading.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N/A
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Upon completion of an assessment of the ELL students present level of performance, the ESL teacher plans with content teachers to scaffold material to meet the needs of the student. Within pull out sessions, the ESL teacher plans curriculum to meet the needs of the student and extend their understanding.
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).
The school provides a new student orinetation at the beginning of each school year which informs students and families of the expectations of the school which is lead by school leadership and the guidance counselor. During the first week of school, the school holds a culture camp for all students so they understand the school's mission and expectations for the year. All teachers are involved in the culture camp. Any incoming student during the school year is met by the Assistant Principal and guidance counselor in assisting in any transition and in outline the expectations for the year.
19. What language electives are offered to ELLs?
Beginning for the 2015-2016 school year, the school will be offered Spanish.
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 ELL teacher is strongly encouraged to participate in professional development to ensure that she is the most up to date material and strategies. Professional development for all staff is conducted each Monday centered around the needs to the staff. All staff will engage in a professional development in supporting ELL students and strategies for working with them.
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?
The ELL teacher is strongly encouraged to participate in professional development to ensure that she is the most up to date material and strategies. Professional development for all staff is conducted each Monday centered around the needs to the staff. All staff will engage in a professional development in supporting ELL students and strategies for working with them.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The school offers an open house to all incoming students to ensure all students have an understanding of the school. The ESL teacher meets with all ELL students at the beginning of the year to ensure a safe transition into middle school. In conjunction with the Guidance Counselor, ELL students are assisted with high school choice and preparation for high school.
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.
The ELL teacher is strongly encouraged to participate in outside professional development. The school offeres weekly professional development to teachers.

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 ESL teacher is in constant communication with parents of ELLs. During Parent-Teacher conferences the ESL teacher meets with parents to discuss progress and growth throughout the year. During grade level meetings with occur bi-monthly, teachers discuss about various data and students who are struggling. A focus on ELL and SWD is done to ensure that those students are meeting the requirements. Upon the completion of those meetings, parents are brought in for an academic conversation to ensure the appropriate supports.

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.

Records of individual meetings and parent outreach are completed by the ESL teacher. All records are kept by the ESL teacher and are kept on file with the school. Teachers along with the AP keep a record of interactions with parents regarding academic supports. On staff we have a Spanish speaking member and with our co-located school, there is a French speaking staff member to assist in translation.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL students are fully integrated in all activities in the school community. The school holds monthly workshops for parents to assist in supporting their child. On staff we have a Spanish speaking member and with our co-located school, there is a French speaking staff member to assist in translation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school is partnered with LIU Post and Child Center of New York which works with the school to provide parent workshops throughout the school year. On staff we have a Spanish speaking member and with our co-located school, there is a French speaking staff member to assist in translation.

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

The needs of parents are evaluated through our Parent meetings, Open Forum with administration, and through constant communication with parents. Our Parent Coordinator is in constant communication with parents during before school, during the school day, and after-school. On staff we have a Spanish speaking member and with our co-located school, there is a French speaking staff member to assist in translation.

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

The school offers parent workshops to all parents regarding Common Core in Mathematics and ELA along with other workshops as per the request of parents. Our Parent Coordinator is in constant communication with parents during before school, during the school day, and after-school. On staff we have a Spanish speaking member and with our co-located school, there is a French speaking staff member to assist in translation.

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: **Queens United Middle School**

School DBN: **29Q289**

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		10/30/15
	Assistant Principal		10/30/15
	Parent Coordinator		10/30/15
	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
	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: 29Q289

School Name: Queens United Middle School

Superintendent: Lennon Murray

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.learnedoe.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.

Families who are communicating in other languages than English are asked to complete the home language survey. Two of our expanded day staff members are fluent in French and Spanish. These staff members have been helpful in translating conversations and providing interpretation of written documents. We have not encountered a member of our family community of which we are unable to communicate with. In our main office, is a poster welcoming families in several different languages with individuals to contact, specifically our Guidance Counselor and District Family Advocate, which can guide families to interpretation and translation services provided by the Department of Education (SCHOOL ALLOCATION MEMORANDUM NO. 54, FY 14). This memo provides our families and school with resources, such as the following website, for various needs for families with limited English proficiency <http://schools.nyc.gov/Offices/Translation/InterpretationServices/Default.htm>

Families of all new entrants complete a HLIS, regardless of language spoken. There are several ATS reports, such as UPPG, that can be used to identify the translation needs of parents.

Our ENL teacher will be creating a document which outlines the languages the child and parents speak for each grade. This will be updated monthly to ensure that all information is correct. Additional data on the child's home language will be reviewed from their child's blue card.

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.

Parents preferred language for both written and oral communication is English. The languages available to parents are Spanish, French, Haitian Creole, Urdu, Punjabi, Korean, and Chinese.

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.)

At this time, school staff provides all written and oral translation support. Students received translated documents during orientation in the summer which included various school policies. Within the first ten days of admission, families are notified as to whether their child will receive academic support services. Essential school documents will be translated prior to their release to ensure our messaging as a school is consistent and equitable to all members of the school community.

As our school grows we look forward to building relationships with our parent volunteers to help us better communicate with our families. In addition, as our staff continues to grow we will have more individuals to support the language needs of our families.

We are familiar with the NYC DOE resources available for language and interpretive services as indicated in Part A.

Prior to state exam testing, during the month of March, Translation and Interpretation services will be contact to ensure students have the proper accomonadtions. Two weeks prior to any parent teacher conferences, families of ELL students will be contacted to see if they need interpretation services.

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 interaction with parents in needs of translation will occur during the following events:

- Open House for new students
- Open House (September)
- Parent Teacher Conferences (3 times during the year)

If members of the staff calls or needs to speak with parents, this would occur during the above events or for informal interactions of reaching out to parents for check-ins with parents during the year.

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.

As per best practices in most schools, school staff will provide oral interpretations as needed. If an interpreter is needed or requested by a family member we will accommodate this need and provide the family with appropriate services by the NYC DOE. Interpretation services may be provided by telephone. For parent teacher conferences, interpretation services will be secured prior to this event through the NYC DOE. There is a Spanish speaking staff member on staff who can provide translation if needed.

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.

As per best practices in most schools, school staff will provide oral interpretations as needed. If an interpreter is needed or requested by a family member we will accommodate this need and provide the family with appropriate services by the NYC DOE. Interpretation services may be provided by telephone. For parent teacher conferences, interpretation services will be secured prior to this event through the NYC DOE. There is a Spanish speaking staff member on staff who can provide translation if needed.

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.)

Staff members will be notified via email a list of parents that are in need of translation services. Staff will be notified that there is a staff member on staff who speaks Spanish. Staff will be made aware of how to use translation services and the over-the-phone interpretation services during one of our staff development times.

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

As per best practices in most schools, within 30 days of a student's enrollment, the primary language is determined. If such language is not English, and the family requires language assistance in order to communicate effectively, every attempt is made for the family to be able to communicate. The school shall maintain an appropriate and current record of the primary language of each parent.

Information is maintained in ATS and on the student's cumulative folder as well as the emergency blue card. The school provides translation and interpretation services to all families. It is our policy that students and other children (minors under the age of 18) do not serve as interpreters.

In addition, the school's safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

As a new school, we do not have a parent coordinator. However, our guidance counselor has assumed most of those duties and responsibilities. We adhere to the rules and regulations regarding the posting of signs to remind our families resources are available to help communicate with our school. These signs reflect various languages which welcome and direct families to specific contacts, including our Guidance Counselor and District Family Advocate, to aid in opening the lines of communication between our school and families. Families have access to and are given the parents Bill of Rights in the beginning of the school year.

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)

The school will gather feedback through different modes. Through the citywide parent survey the school will gather information on how we are meeting the needs of families in need of translation services. Through regular communication with parents, school staff will ask for feedback in how to provide and assist families. Administration at the school holds open forums during the school year to gather information that parents are concerned about. All parents are invited to the open forum.