

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q310

School Name:

QUEENS COLLEGIATE: A COLLEGE BOARD SCHOOL

Principal:

JAIME ANNE DUBEI

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Queens Collegiate: A College Board School School Number (DBN): 28Q310
Grades Served: 6-12
School Address: 167-01 Gothic Drive, Jamaica, NY 11432
Phone Number: (718) 658-4016 Fax: (718) 658-5149
Roger Erskine,
School Contact Person: Parent Coordinator Email Address: mrerskine@queenscollegiate.o
Principal: Jaime Anne Dubei
UFT Chapter Leader: Charlene Wingate
Parents' Association President: Lisa Robinson
SLT Chairperson: Charlene Wingate
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nicola Sutherland-Brown
Student Representative(s): Chantess Robinson
Brian Allen

District Information

District: Queens High Schools Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Room 307, Flushing, NY 11354
Superintendent's Email Address: jmendez2@schools.nyc.gov
Phone Number: (718) 281-7696 Fax: (718) 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: (718) 291-3259 Fax: (718) 281-3509

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)
Jaime Anne Dubei	*Principal or Designee	
Charlene Wingate	*UFT Chapter Leader or Designee	
Lisa Robinson	*PA/PTA President or Designated Co-President	
Dominick Testani	DC 37 Representative (staff), if applicable	
Toni Reynolds-Peterson	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Chantess Robinson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brian Allen	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sheris Talavera	QCH CBO Representative	
Rhashida Abdul-Malik Suarez	Member/ Teacher	
Annette Brown	Member/ Parent	
Lois Patrick	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At Queens Collegiate, we inspire a passion for continuous learning. Our holistic approach to learning includes global understandings, a commitment to arts education, scientific exploration, technology and strong communication skills. It is our responsibility to facilitate active learning, celebrate achievements and mistakes, and support each other through challenges. We are positive change agents in the world, and will purposefully seek out academic and personal behaviors that prepare us for success in college and beyond. Partnerships with families, corporations and community based organizations enrich our environment.

Queens Collegiate is a secondary school with 652 students, grades 6 through 12. The school population comprises 53% Black, 18% Hispanic, 3% White, and 25% Asian students. The student body includes 9% English language learners and 14% students with special needs. Boys account for 47% of the students enrolled and girls account for 53%. The average attendance rate for the 2014-2015 school year was 91.5%.

We have developed strategic collaborations and partnerships with Queens Community House, which provides an after-school program for 60 middle school students each day from 2:45-5:15PM. They have incorporated arts, dance, counseling, and forensics into their enriched after-school offerings. We also have developed a partnership with the United Nations Association of America, participating in Model UN competitions. Additionally, we have strong partnerships with Girls, Inc. and Joseph's Dream, both of which run gender-specific support for our most at-risk boys and girls in grades 7-12.

In the past year, we have made the most progress in building a supportive environment, with strong family-community ties and trust. Throughout the year, we continued to develop more student programming to meet a variety of needs, building upon the safe environment, creating a way for each child to engage within activities in the school community. Our PTA has grown from 60 members at an average meeting to over 80 at a typical meeting. We have created workshops that align with the PTA and school wide goals, truly creating a partnership between the PTA and the school staff. Additionally, we continued building trust in our school community by being more transparent, communicative and addressing issues in a respectful and timely fashion.

In the 2014-2015 school year, according to the School Quality Guide, Queens Collegiate met or exceeded the expectations in the following areas:

Rigorous Instruction
Supportive Environment
Student Achievement

According to the 2013-2014 School Quality Review, our areas for focus are:

1. Strengthening teachers' assessment practices to reflect effective feedback resulting in instructional adjustments and clear next learning steps to improve student outcomes. (2.2)
2. Further engage teacher teams in inquiry work to enhance teacher leadership and promote greater emphasis on instructional shifts to amplify student progress. (4.2)

Our goals for the 2015-2016 school year are:

1. Improve 4 year high school graduation rate from an estimated 80.5% in 2014-2015 to 84% by June 2016.
2. By June 2016, develop an engaging selection of "major" classes that connect juniors and seniors to career and college ready programs, such as Model United Nations, pre-medicine, theater performance, etc.
3. By June 2016, teacher teams will be meeting regularly, conducting inquiry-based action research that will have measurable improvement in student performance.
4. By June 2016, Improve attendance at Queens Collegiate from 89.2% in 2014-2015 to 91.5% in 2015-2016.

28Q310 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	666	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	39	# SETSS	9	# Integrated Collaborative Teaching
				29
Types and Number of Special Classes (2014-15)				
# Visual Arts	11	# Music	10	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	73.8%	% Attendance Rate		90.0%
% Free Lunch	76.0%	% Reduced Lunch		11.9%
% Limited English Proficient	9.4%	% Students with Disabilities		14.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		53.0%
% Hispanic or Latino	18.2%	% Asian or Native Hawaiian/Pacific Islander		24.1%
% White	2.3%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		12.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	18.0%	Mathematics Performance at levels 3 & 4		26.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		37.2%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	70.9%	Mathematics Performance at levels 3 & 4		81.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	89.9%	% of 2nd year students who earned 10+ credits		91.4%
% of 3rd year students who earned 10+ credits	84.7%	4 Year Graduation Rate		80.4%
6 Year Graduation Rate	89.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

The high school graduated 80% in four years and 89% in six years according to the 2013-2014 School Quality Guide. While maintaining the same rate, 16 additional diplomas were handed out compared to the previous year. The high school saw improvements in English, Math, Science and United States History Regents results. Only Global History saw a decline from the previous year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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.

Improve 4 year high school graduation rate from an estimated 80.5% in 2014-2015 to 84% by June 2016.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Utilize Skedula and QC created data trackers to better track student performance data and adjust interventions to meet individual and groups of students' needs.</p>	<p>Students who are not passing their major subjects.</p>	<p>Every 3 weeks progress reports will be sent home. Every 6 weeks teachers will review their inquiry cycle and include the children as necessary.</p>	<p>School leaders will ensure that inquiry cycles and interventions are occurring. The AP of the HS will ensure that data is being tracked administratively and the principal will ensure that interventions are made as needed.</p>
<p>2. Guidance Counselors will meet with each child who is not on track to graduation, creating an action plan in conjunction with their family. This plan will be reviewed by the Assistant Principal and/or Principal.</p>	<p>Students who are at-risk. This may include those not passing, those dropping in grades or those who are lacking attendance.</p>	<p>Before November 2015.</p> <p>We will revisit the list again in February for seniors.</p>	<p>Guidance counselors.</p> <p>Assistant Principal over the HS and Assistant Principal over Guidance</p> <p>Data Team</p>
<p>3. In areas where passing Regents is a concern, such as Global History, review of the curriculum along with pedagogical methods will occur to ensure that teaching and learning are occurring.</p>	<p>Students who are not passing mock Regents exams.</p>	<p>Curriculum review began in August.</p> <p>Review of mock Regents scores will begin in March.</p>	<p>Regents teachers, Assistant Principals over each department</p> <p>Lead teachers in the department</p>

4. Professional development for special education and English as a New Language teachers will be provided in content areas that our ENL students typically struggle (Global, Earth Science, and Living Environment). This will enable the co-teacher to better support rigorous instruction in the classrooms.	English Language Learners and those with special needs	PD will be on-going and as opportunities arise.	ENL teachers and Special educators Assistant Principals in charge of each department
--	--	---	---

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.
<ol style="list-style-type: none"> 1. Datacatation/Skedula 2. Google Docs 3. Guidance Counselors 4. NYSED Curriculum for courses aligning to the Regents 5. ENL Professional Development provided by the NYCDOE 6. School leaders will review data with the teachers on Regents, including item analysis reports. This will inform curricular adjustments and pedagogical advances. 7. Data Team as a circular 6 assignment. 8. Funding to provide for professional development opportunities

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	X	PTA Funded	X	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>Data will be reviewed daily, include attendance reversals using the period attendance.</p> <p>Weekly reports will be reviewed by grade and by sub-group at the Attendance Committee Meeting.</p> <p>Monthly progress reports will be sent home to each family. These can also be accessed on Skedula at any time.</p> <p>By February 1, at least 82% will be on track for graduation in June 2016.</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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.

In 2013-2014, only 47% of teachers and 69% of students agreed or strongly agreed with the statement: “My school offers a wide enough variety of programs, classes, and activities to keep students engaged.”

In 2014-2015, students on the SLT advocated for more activities, as did students on the Student Council. We added 10 more clubs, along with a series of new activities for students.

In the 2015-2016 school year, we are also adding “majors” in grades 11-12 to provide a tighter tie to careers, college courses of study, and deepening our arts programs.

Part 2 – Annual Goal

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

By June 2016, we will have at least 3 majors functioning for grades 11-12.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	<p>All students</p>	<p>07/2015 to 09/2015</p>	<p>School Leaders</p>

1 . Develop curriculum for major courses.			Teacher Teams Programming Team
2. Schedule major courses for students in grades 11/12.	All students	08/2015	Programming team Arts Team Science Team SS Team
3. Work with the MS and HS Student Councils to develop additional activities desired by the students.	All students	09/2015 to 06/2016	Coordinator of Student Affairs
4. Engage families so they can support their children at home through activities such as: <ul style="list-style-type: none"> • Skedula email blasts • Phone blasts that support the critical mission of the school • Sending home regular printed progress reports (Every three weeks) • Regular family contact during Family Engagement time • Hold family workshops that educate families about the rites of passage and other school events 	All students	09/2015 to 06/2016	All staff Parent Coordinator PTA Executive Board

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.											
1. Teacher time for major courses											
2. Per session funding for curriculum development in major courses											
5. COSA funded by per session time											
4. Funding for performances/projects as needed for majors (i.e. Model UN conference fees, theater performance rights, etc).											
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	X	PTA Funded	X	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.

Data will be reviewed each marking period, by surveying students and meeting with the Student Council.

By February 2016, we should at least 3 majors operating within grades 11/12.

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.

In the 2013 Quality Review, Superintendent Mendez commended the school on our use of protocols, scheduling for team time, and focus on Danielson. He recommended that teacher teams focus more fully on school goals and building distributive leadership.

In the years since, we have redistributed time according to the new contract with 50 minutes of collaboration per week. We are working to increase the effectiveness of our teams to have measurable impacts on student performance.

Part 2 – Annual Goal

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

By June 2016, teacher teams will be meeting regularly, conducting inquiry-based action research that will have measurable improvement in student performance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) 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>1. Scheduling for Fall 2015 will prioritize minimizing co-teaching preparations, to ensure that wherever possible no teacher has more than 3 co-taught courses.</p>	<p>Co-teaching specifically targets English language learners and students with disabilities.</p>	<p>August 2015</p>	<p>Principal</p>
<p>2. Professional development on topics that are essential to this work:</p> <ul style="list-style-type: none"> • Action Research • Meeting special needs (learning disabilities, behavioral interventions, English language learners, etc.) • Social emotional supports for student (i.e. recognizing and intervening in issues of child abuse, bullying, suicidal ideations, etc.) 	<p>This is specifically targeting our lowest 1/3 students and at-risk students.</p>	<p>September & October 2015</p>	<p>Principal, Assistant Principals, PD Committee, Outside PD providers including the UFT</p>
<p>3. Development of action research framework and implementing it with teams of teachers</p>	<p>This is specifically targeting our lowest 1/3 students and at-risk students.</p>	<p>October 2015 to January 2015</p>	<p>Principal, Assistant Principals, PD Committee, MOTP Specialist, Teams of Teachers</p>
<p>4. Teacher teams will utilize NSRF protocols for reviewing student work and developing plans of action for differentiation in the classroom.</p>	<p>This is specifically targeting our lowest 1/3 students and at-risk students.</p>	<p>January to June 2016</p>	<p>Principal, Assistant Principals, PD Committee, Teams of Teachers</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.

1. NSRF Protocols—We have these in-house as many staff were trained two years ago.
2. Texts and research as needed to support inquiry
3. Teacher time for developing PD plans and cycles of inquiry. This will be accomplished during our C6 PD Committee.
4. Per session as necessary to support these endeavors.

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

By February 2016, 60% of teacher teams will have made impact in at least one students' academic progress.

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

- 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.

The middle school maintained an attendance of 94% in 2013-2014, while the high school attendance was 87%. Compared to peers, the middle school was at 72% while the high school was only 36% compared to peer schools. The middle school exceeded the goals for the year while the high school needs improvement.

Part 2 – Annual Goal

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

By June 2016, Improve attendance at Queens Collegiate from 89.2% in 2014-2015 to 91.5% in 2015-2016.

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) 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><u>1. Attendance Team meets weekly to review student situations and create plans of action.</u></p>	<p><u>Chronic absentee students</u></p>	<p><u>09/2015 to 06/2016</u></p>	<p><u>Attendance Team Chair</u></p>

<p><u>2. Attendance Team liaises with the Grade Teams to ensure that both are aware of each other 's interventions on a monthly basis.</u></p> <p><u>3. Rewards will be given to students who improve their attendance, and for classes with stellar attendance, particularly in 1st and/or 8th period.</u></p> <p><u>4. PTA will recognize 14 students each month for their accomplishments and progress in attendance.</u></p>	<p><u>Students with 90% or less attendance</u></p> <p><u>Students with an increase in attendance, those with perfect attendance</u></p>	<p><u>09/2015 to 06/2016</u></p>	<p><u>Assistant principals by grades</u></p> <p><u>Attendance Team Incentive Personnel</u></p> <p><u>PTA President</u></p>
<p><u>5. Administrative Staff will align their duties to ensure attendance is a priority. This will include staff at the flagpole, entrance and /or deli each morning to ensure that children get to school on time.</u></p>	<p><u>All students</u></p>	<p><u>09/2015 to 06/2016</u></p>	<p><u>AP Organization</u></p>
<p><u>6. Guidance counselors will make extensive outreach to families to create action plans and strategies to increase each child 's attendance, including providing referrals to social services, transportation and other options.</u></p>	<p><u>Students with 90% or less attendance</u></p>	<p><u>09/2015 to 06/2016</u></p>	<p><u>Assistant principals by grades</u></p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>1. Personnel — Pupil Accounting Secretary, 3 Guidance Counselors, 3 Assistant Principals, Principal, Attendance Teacher, Attendance Team Initiative Personnel, and Parent Coordinator. Attendance will comprise a portion of their day.</p> <p>2. Reward items, including granola bars, ice cream bars, bags of healthy snacks, and other small items. Trips to NYC cultural and entertainment institutions on a monthly basis to reward students with improved or perfect attendance.</p> <p>Administrative staff will have personnel stationed in the front of the school to ensure that children are welcomed and any immediate needs are met upon entry.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Data will be reviewed daily, including attendance reversals using the period attendance.</p> <p>Weekly reports will be reviewed by grade and by sub-group at the Attendance Committee meeting.</p> <p>Monthly progress reports will be sent home to each family. These reports can also be accessed on Skedula at any time.</p>

By February 1, 2016, we will have an increase of students with 90+% when compared to last year's data at a similar time frame.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<p>Grades 6-8: Students with less than 3rd grade reading level, less than 1 year growth on NYSITEL and/or all level 1-2 students</p> <p>Grades 9-12: Students with less than 7th grade reading level, less than 1 year growth on NYSITEL and/or failing an English course or the English Regents or for 9th grade students, a level 1 or 2 on the Math exam</p>	<p>Achieve 3000 combined with interactive writing</p> <p>Repeated readings and interactive writing</p>	<p>Small group tutoring</p> <p>Small group tutoring</p>	<p>Saturday School or before/after school</p>
Mathematics	<p>Grades 6-8: Students with less than 3rd grade math level and/or all level 1-2 students</p> <p>Grades 9-12: Students with less than 7th grade reading level and/or failing a math course or the Algebra Regents or for 9th grade students, a level 1 or 2 on the Math exam</p>	<p>iXL for Math</p> <p>Teacher provided curriculum based on diagnosed needs</p>	<p>Small group tutoring</p>	<p>Saturday School or before/after school</p>

Science	Students who failed a science course or failed a science Regents	Teacher provided curriculum based on diagnosed needs	Small group tutoring	Saturday School or before/after school
Social Studies	Students who failed a social studies course or failed a social studies Regents	Teacher provided curriculum based on diagnosed needs	Small group tutoring	Saturday School or before/after school
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students who have demonstrated need either in the classrooms or as noticed by the Student Support Team	Guidance Counselor provided curriculum based on diagnosed needs	Small group tutoring or 1:1	During non-core courses or before/after school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
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>All QC staff is highly qualified. They run the gamut from first year teachers to those with over fifteen years. Our intention is to always hire the BEST person for the job, not the least expensive. We also work to make certain the employee is a good match for our school. We require the utmost commitment from our teachers to grow and learn exponentially with the students for the students' benefit.</p> <p>Toward that end, prospective teachers begin a multi-layered hiring process. Teachers contact us when they have an interest in our school. Administration cull the submitted resumes to find the very best qualified applicants in the areas we need staff. We vet the resume by calling recommendations and send the applicant an email with bullet points of expectations of staff at QC. Applicants whose resumes pass muster are then invited to an Open House. The Open House includes a writing sample, observations and conversations with current staff, a demonstration followed by a debrief with students, and a deep conversation with administration and the Hiring Committee.</p> <p>Our teachers know they are valued and would not be here if we did not know they were skilled and willing to grow professionally. We put a priority on providing meaningful support to staff as they work to improve student achievement and their own practice. Because of this and the fine school we have with engaged and caring students, we have very little staff turnover. We still have four staff members who founded our school in 2008. These two teachers, guidance counselor, and Assistant Principal.</p> <p>Because we are a small school with a small budget, we need to use everyone as efficiently as possible. Our staff works very hard as we program to offer our students the experiences, courses, and opportunities necessary for graduation and college preparedness. This requires teachers to go above and beyond constantly and consistently to meet these needs. All of our teachers have opportunities for professional development and we encourage our staff to learn as much as they can. We have professional development at school every Wednesday afternoon. Weekly PD allows us to make real headway in the initiatives from the DOE and from the goals and missions that our school prioritizes.</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 have weekly professional development as an entire staff to ensure our students' work meets CCSS. Additionally, teachers collaborate on Monday mornings to ensure alignment between classes. On Wednesday mornings, teachers engage in parent outreach to provide support for our families.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
We are not a TA school.

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).
We are not a TA school.

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.).
We are not an elementary school

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

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	292,682.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,147,804.00		

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.

Queens Collegiate 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 Collegiate, 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 Collegiate 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.

Queens Collegiate School-Parent Compact (SPC)

Queens Collegiate, 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.

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: <u>Queens Collegiate</u>	DBN: <u>28Q310</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>62</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

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

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

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

-
The Middle School Supplemental Instruction program is designed for 21 participants in grades six, seven, and eight. The students' same push-in ESL teacher will provide the additional instruction. Of these 21 students, ten students are Bengali native speakers, six students are Spanish native speakers, one student is a Ndebele native speaker, one student is a Dutch native speaker, one student is a Pashto native speaker, one student is a Russian speaker, and one student is an Urdu native speaker. Eight students are male and 12 students are female. The students range in English proficiency levels from beginner to advanced. Thirteen of the 21 students are advanced, six are intermediate, and two students are beginner. Five of the 21 ESL students have an IEP. None of the students are over-age. By offering a supplemental program, these students will gain the skills needed to advance their proficiency levels and receive the additional help they would not be able to afford otherwise. The program will be offered over the course of 26 weeks. There will be two 60-minute sessions per week for a total of 2 hours of instruction. Two hours of weekly instruction over the course of 26 weeks gives a total of 52 hours at a rate of \$51.51 per hour of instruction. The budget for this component of the program is \$2,678.52. In order to reach all students, the two sessions will be held after school. Students will be required to

Part B: Direct Instruction Supplemental Program Information

attend the two sessions per week. English will be the language of instruction, with supports in the home language as needed. Students will have use of laptops and other technology. The teacher will have use of the Activboard to provide supplemental lessons and instruction, as well as to maximize efficiency in instruction. Through this program, students will be given an opportunity to advance more quickly towards English proficiency and towards meeting their academic and personal goals.

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

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

-
b. Applied Learning Strategies for Test Taking

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

-
Queens Collegiate's high school ESL students comprise mostly Bengali- and Spanish-speakers, with 43.9% of students speaking Bengali as a native language and 36.6% of students speaking Spanish as a native language with the other 19.5% consisting of students speaking French, Creole, Tamil, Urdu, Pashto, and Tagalog. The 9th period after school program is designed for 40 students in grades 9-12 and will address the needs of English Language Learners of various levels. Students will report for 9th period after school on either Tuesdays, Wednesdays, or Thursdays from 3:00 - 4:00 p.m. Students will be required to attend twice a week every week until the end of the school year for a total of 26 weeks. Instruction will be in English to immerse students in the target language. There will be two certified ESL teachers providing direct instruction. Students will use laptop computers and iPads to access a variety of softwares and internet information to give them every possible resource to succeed in school and build critical technological skills. This component of the program will use 48 hours of per-session funding at a rate of \$51.51 with fringe for a total of \$2,472.48.

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

-
4. In order to prepare our English Language Learners at Queens Collegiate for the New York State English

Part B: Direct Instruction Supplemental Program Information

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

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

-

-

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Queens Collegiate will dedicate 10% of our Title III funding to provide professional development. This Professional Development is needed because we have hired three new ESL teachers this year who are not familiar with the NYC DOE data systems. Professional development will focus on collecting and analyzing data from the NYC DOE Aris data system for the students participating in the Title III program. We will meet for a sequence of sessions to learn to analyze data on an ongoing basis during the Title III program. We will learn to extract data to evaluate the success of the instruction provided. The teachers who will receive this training are: Sydney Barnes, Nancy Rosendo, and Leona Dalphond. The budget for our Professional Development component will be \$1,120 which is 10% of our total Title III funding allocation.

-

-

-

-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 28	Borough Queens	School Number 310
School Name Queens Collegiate: A College Board Schoo		

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 Ms. Jaime Dubei	Assistant Principal Rob McMahon; Jim Harrell
Coach Mr. Robert McMahon	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Nancy Rosendo / ESL	School Counselor Yahaira Bello, Marsha Ormejust
Teacher/Subject Area Leona Dalphond / ESL	Parent Ms. Robinson
Teacher/Subject Area Sydney Barnes / ESL	Parent Coordinator Roger Erskine
Related-Service Provider Maribel Lino	Borough Field Support Center Staff Member Nathifa Morris
Superintendent Juan Mendez	Other (Name and Title) N/A

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	635	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): n/a
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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	53	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	14
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	13

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	26	1	1	14	0	4	13	0	9	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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
---	--

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	0	0	0	0	0	1	1	2	7	6	4	1	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	3	0	7	3	3	6	0
Urdu	0	0	0	0	0	0	0	0	0	2	1	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	1	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	1	0	0	0	1	0	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)	0	0	0	0	0	0	0	0	0	2	1	2	1	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	3	2	3	2	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	1	0	4	2	3	3	0
Expanding (Advanced)	0	0	0	0	0	0	1	5	2	7	4	3	2	0
Commanding (Proficient)	0	0	0	0	0	0	0	1	6	1	3	4	0	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	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	2	3	0	1	2	0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	12	0	5	0
Integrated Algebra/CC Algebra	12	0	8	0
Geometry/CC Algebra	11	0	8	0
Algebra 2/Trigonometry	1	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	1	0	1	0
Earth Science	11	0	5	0
Living Environment	18	0	5	0
Physics	0	0	0	0

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	18	0	8	0
Geography	0	0	0	0
US History and Government	8	0	3	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
ESL teachers have independently implemented the Achieve 3000 qualitative literacy analysis program to measure reading comprehension and reading fluency. The data show that reading at the middle level is far below grade level and lags behind grade level in the high school as well. The school's teachers use this data to inform instruction, as all educators are responsible for supporting literacy and language development. ESL and content teachers ensure ELLs are taught the basic skills needed to support comprehension by leveling texts for appropriate reading levels, delivering explicit language instruction embedded in the context of an academic disciplines, and building opportunities for reading, both independent and guided, within the classroom. Teachers focus too on imparting reading strategies and units that recycle academic vocabulary, in addition to making available language resources such as dictionaries and Internet L1-L2 translation support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data reveal a number of patterns that assist QC in devising effectiving programming to meet our students' needs. Many long-term ELLs are those with IEPs. Long-term ELLs are also disproportionately of Spanish-speaking backgrounds who struggle with writing components of standardized tests while having achieved commanding proficiency in the speaking modality. The data also show that lower proficiency students and those at the middle school level see faster development of English language proficiency.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Queens Collegiate reviews the AMAO tool to discover areas for growth.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Our school uses data from period assessment to inform instruction and to make changes to ELLs' programs, as needed.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Not applicable: QC serves grades 6-12.
6. How do you make sure that a student's new language development is considered in instructional decisions?
The majority of ELLs receive support in the form of an ESL teacher who pushes in to their content area classroom. ESL teachers modify texts, level reading, ensure access to tools such as dictionaries and translation services, and reteach both content and vocabulary in order to expose students to the material and language forms in order to support development of proficiency. All teachers at QC attend weekly sessions dedicated to planning with co-teachers in order to plan curriculum appropriate and meaningful to ELLs' proficiency level.
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?
 Not applicable: QC does not have dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our ENL programs are evaluated in numerous ways. School administrators and the ESL team review data from the NYSESLAT, Regents examinations, and New York State assessments as a broad scope of ELL success in standardized tests both administered strictly to ELLs as well as to the general student body.

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.
Queens Collegiate takes several steps for the initial identification of ELL students. Parents of students new to the New York City system, or students returning to the NYS school system after two continuous years of living outside of NYS, are greeted by the school's secretary, Ms. Robinson. Thereafter, Ms. Robinson contacts one of the certified ESL teachers, Ms. Barnes, Ms. Rosendo, or Ms. Dalphond, to administer the Home Language Identification Survey (HLIS). The HLIS includes an informal oral interview in English and in the native language when needed to both guardian and child. If no one is available to interpret or translate the Translation and Interpretation Unit provided through the DOE are contacted so that guardians can receive language assistance in their preferred language. Thus, the home language is determined by a combination of interviews with guardian/child and HLIS answers. If the student has an IEP, a Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. Following, students are administered the NYSITELL by a certified ESL teacher, which provides an assessment of student's language levels in speaking, listening, reading, and writing. Spanish-speaking entrants are also administered the Spanish LAB at the initial time of enrollment following the same 10-day testing window. Spanish LAB results are not used to determine ELL status or service entitlement, but as a support to inform instruction. Our assistant principal supervises the administration of both exams, and our certified ESL teachers administers and participate in the execution of the NYSITELL/ Spanish LAB exam.
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).
Within the first 30 days of enrollment, Queens Collegiate makes SIFE determinations for new students. During the HLIS, parents are asked to indicated prior schooling. During this process, if there are indications that the student has had interrupted or inconsistent schooling, QC proceeds with the SIFE identification which included newly identified students, in grades 3-9, who have placed at the the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. Thereafter, students will complete an interview provided by the DOE as SIFE Oral Interview Questionnaire in the student's native language, if needed. If SIFE status is applicable, students will receive tentative SIFE status, until a review is made the beginning of the second semester, in which a final determination will be made.
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).
Newly enrolled students with IEPs have to meet with the Language Proficiency Team and review the student's English language development. The LPT is comprised of Mr. Robert McMahon (Assistant Principal), Ms. Sydney Barnes (ENL Teacher) or Ms. Nancy Rosendo (ENL Teacher) or Ms. Leona Dalphond (ENL Teacher), Ms. Stacey Collins (Special Education Coordinator), the student's

guardian, and a qualified interpreter or translator of the language or mode of communication the parent or guardian prefers. The LPT determines whether the student should take the NYSITELL by reviewing the student's history of language, current IEP, and HLIS results. If the LPT determines that the student may have ENL acquisition needs, the students must take the NYSITELL. On the contrary, if the LPT decide that services are not needed, the recommendation is sent to the principal for review. If the principal rejects the recommendation, the NYSITELL is immediately given to the student. If the principal accepts the recommendation, the recommendation is sent to the superintendent for final decision. Parents are also notified within 3 schools days of the decision in the guardian's preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Entitlement letters are distributed during the orientation process in the guardian's preferred language. If the student is 18 or older, the student also receives a copy of the letter. Copies of entitlement letters are kept in student's cumulative folder and locked within a filing cabinet. Moreover, entitlement and non-entitlement letters are mailed home to the residence as well as given to the child to take home.
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).
During orientation, parents and guardians are informed of their right to appeal ELL status. Questions about changing a student's program are also noted in the continued enrollment letters that are mailed to existing ELLs. Should questions arise, parents will contact Ms. Barnes, Ms. Rosendo, or Ms. Dalphond through the school's main phone line. Guardians have 45 days of enrollment to contend any ELL status on behalf of their child.
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.
Upon entry to our schools, guardians of potential ELL students are identified through the HLIS. The NYSITELL is then administered to the students within the first 10 days of their enrollment. Results are immediately tabulated and a list is compiled of students qualifying for ESL services. The students' guardians are then contacted to attend an orientation. During orientation, parents are informed of options for their student via a video, which details choices for ELL programs in NYC in the guardians preferred language. The orientation also provides a written description of the programs in the home language as well as in English. Gaurdians are given the opportunity after orientation to make a formal choice of a program (Transitional Bilingual, Dual Language, Freestanding ENL). Upon decision, immediate action is taken to enroll the student in the appropriate program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent surveys and Program selection forms are given out during orientation and completed there. Our supervising assistant principal, as well as the certified ENL teachers remain in contact with parents to ensure all forms are returned in a timely manner. The completed forms are then stored in a secure and locked filing cabinet. A copy of it is also put into the students' file and ESL binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Since both the Parent Survey and Program Selection forms are distributed at orientation, all forms are collected complete and placed in an ESL binder. If any issue should arise, parents are contacted immediately by phone and are requested to return to the school to complete the form.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement notification letters are taken home by the student. In addition, the placement parent notifications are mailed home. A copy of the parent notification letter is added to the student's file and placed within a secure filing cabinet.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Official HLIS documents are kept with Ms. Robinson, the school's secretary in the main office, in a secure filing cabinet. This, and all other documents mailed to the guardian are photo-copied and kept in a secure filing cabinet in the ENL room.
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 administrators of the NYSESLAT have had special training in administering the test. First, administration decides the testing days as well as the room numbers. This is done weeks in advance so all teachers are notified of the upcoming exams. In addition, potential make-up dates are set-aside for students who may be absent. All testing materials remain secure until appropriate administration dates. To minimize the number of testing irregularities, assistant principal and ESL teachers conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved with administration and scoring. Testing rooms are cleared and prepared according to the School Administrator's Manual prior to the exam. Students are given passes to report to the testing room with specified date and time. Answer sheets are prepared prior to conducting the NYSESLAT. Listening, Reading and Writing subtests are given in assigned grade groups. The Speaking portion is conducted on a one-on-one basis in a location separate from other students. Answers for the speaking section are recorded on the rubric and are graded on the spot.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are taken home by the student. In addition, the letters are mailed home. A copy of the letters are added to the student's file and placed within a secure filing cabinet.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
All parents have indicated that they desired the ESL program provided by our school. Our current ESL program models currently align with the parents' requests. When guardians request potential bilingual schools as an alternative option, the ENL teacher provides a list of schools and contact information in their preferred area.

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.
Each class in our freestanding ENL program is designed to support small-group instruction amongst students from no more than two consecutive grade bands. Freestanding ENL classes are only taught by certified TESOL or ENL educators. Students in these courses are grouped heterogenously in mixed proficiency levels, though are primarily of entering, emerging, or transitioning proficiency. (These students also receive the support of push-in ENL teachers or ENL-certified co-teachers in their content area classes.)
 - b. TBE program. *If applicable.*
Not applicable: QC does not currently support TBE programs.
 - c. DL program. *If applicable.*
Not applicable: QC does not currently support DL programs.
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)?
ELLs' receive minutes in freestanding ENL courses and in content area courses with the support of a push-in ENL teacher. By providing both free-standing and push-in models of instruction, as well as contract services for a small number of ELLs with IEPs, our school ensures sufficient language support for our learners. At the middle school level, Ms. Rosendo serves as the primary ESL educator who pushes in to ELA, teaches freestanding ESL, and co-teaches science and social studies. Amongst the ninth and tenth grade students, Ms. Dalphond primarily co-teaches science courses, pushes in to history courses, and pulls out students for additional instruction in both of these domains. Ms. Dalphond will also teach freestanding ESL. Amongst 11th and 12th graders, Ms. Barnes pushes in to ELA, teaches freestanding ESL and co-teaches history. Additionally, Dr. Chamblee services ELLs in sciences and English across grades 9-12.
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.
Core content is delivered in English. ENL teachers co-teach, push-in, and pull out ELLs, as needed to provide appropriate language support. Our culture at QC understands that all teachers are teachers of ELLs and therefore responsible for developing English language proficiency. ENL and content teachers work together to set appropriate learning goals and criteria for success for ELLs. When appropriate, texts are offered in the L1 or provide a glossary in the home language for newcomers. ENL teachers modify texts and course materials, add culturally appropriate examples and reference points, and use realia in demonstration of explanations. ENL teachers design units in which students have numerous opportunities to cycle through the modalities using targeted language forms and vocabulary. All teachers focus on the development of CALP (cognitive academic language proficiency).
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We give the NYS English Language Learner (ELL Periodic Assessments). These tests are designed to measure student progress in English language proficiency. In addition, ENL teachers use project-based assessment to evaluate each modality.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Instruction for ELL subgroups is informed through test performance and learner profiles and is modified throughout the year in order to best serve our students. Our school has two incoming SIFE student whose needs will be determined and accommodated at the start of the new academic year. Content teachers will be informed of this students' SIFE status in order that we may work to support the students in building skills or meeting socioemotional needs.

ENL teachers use the new English Language Arts Progressions standards to differentiate instruction for newcomer and developing students. , particularly those at entering and emerging proficiency, are programmed for placement in freestanding ENL courses, where they can receive the direct language instruction, enjoy space to formally practice basic interpersonal communication skills (BICS), and study topics related to intercultural communication (such as pragmatic competence) that will help them succeed not only at Queens Collegiate, but in their careers and at college. ENL teachers co-teaching or pushing in / pulling out of content classes differentiate for various ELL subgroups by process, product, and content.

Long term ELLs receive targeted instruction based on their individual challenges. For the long-term ELL population, ENL teachers focus on strengthening literacy, particularly within the writing modality, with which this demographic struggles (as revealed by data and observation).

Former ELLs are tracked for progress within the content core classes. Should the content and ENL teachers determine a need for additional support, ENL teachers adjust differentiation for those students.

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.

Students whose ELL status has changed will be tracked academically and anecdotally by ENL and content teachers.

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?

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

* In addition, our ELLs are provided with technology to support ELL instruction and engage ELLs in reading comprehension (Achieve 3000)

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

In creating student program, our school prioritizes the needs of SWDs, closely followed by the needs of ELLs. The least restrictive environment is always the first consideration for our ELL-SWDs. In creating IEPs for ELLs, the IEP team includes an ENL teacher who instructs the student and whose input is required throughout the year in monitoring and reporting on student progress toward achieving IEP goals. QC also contracts out ENL services in rare cases in which programming cannot meet their needs in school.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

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

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

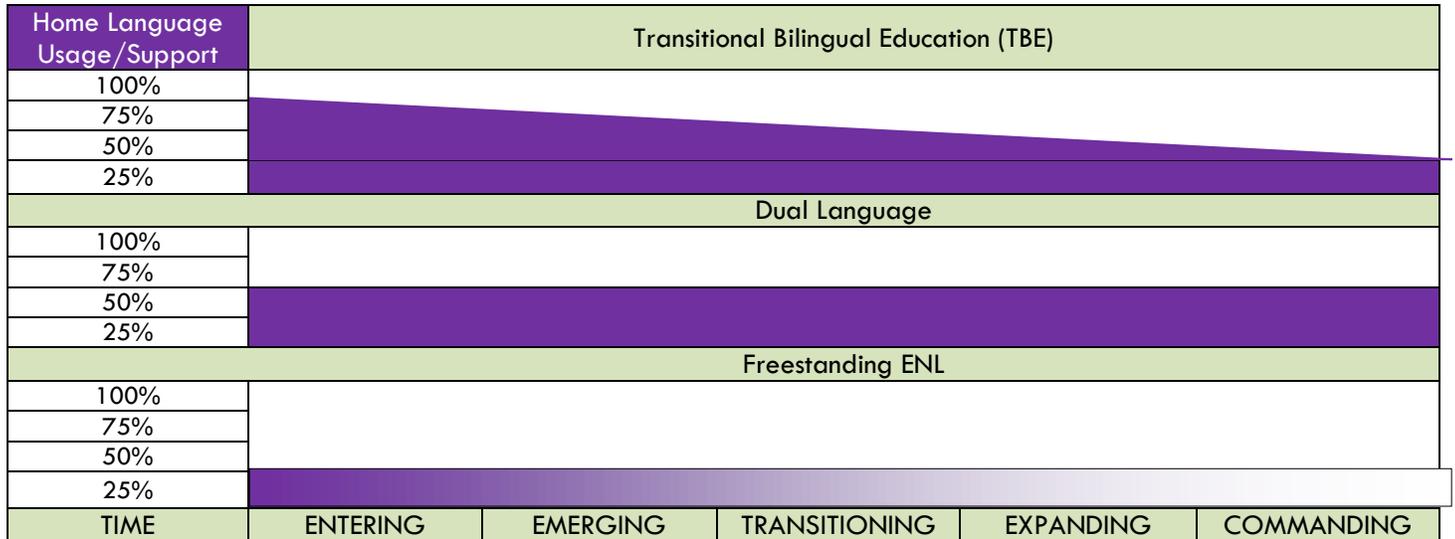


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Queens Collegiate has targeted intervention for ELLs in ELA, Science, Social Studies, and Math using push-in support from our ENL certified teachers. The ENL teachers provide scaffolds for materials and instruction for these students while the content teacher directs the curriculum. We have team time, where members of the faculty can inquire about the progress of our ELLs across all content areas to ensure that our ELLs are succeeding to the maximum of their capacity. Particular attention is paid to our beginner and long-term ELL students. Interventions for beginner ELLs involve keeping track of their work and ensuring they are being fairly graded in their classes through modifications made to accommodate their language needs. For long-term ELLs, particular attention is given to addressing the specific sub-area in which they need targeted support. In addition, the 9th grade teachers have created an initiative in which struggling students, including ELLs, are taken out of class and explicitly taught targeted language instruction for that content area.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Currently our program utilizes collaboration and co-teaching, as well as stand-alone classes. In co-taught classes, ELLs learn in a language-rich environment that does not isolate them from their peers. This instructional delivery approach is meeting the needs in both content and language development. The mainstream teacher and ENL teacher share responsibility for planning, delivering, and evaluating instruction for the class. To help English language learners master core content and develop English language proficiency, best practices from the SIOP Model are incorporated daily into each lesson. Research-based methods and practices for implementing high quality instruction for ELLs include—clear enunciation, the use of visuals and demonstrations, scaffolded instruction, targeted vocabulary development, student-to-student interaction, and adaptation of materials. There is a focus on specific language objectives as a means of improving academic outcomes for ELL/LEP students. These language objectives are presented alongside content objectives for core content subjects.
12. What new programs or improvements will be considered for the upcoming school year?
New in the 2015-2016 school year will be expanded literacy testing for ELLs using the Achieve 3000 software. Literacy testing will be administered by ENL teachers at the beginning of the school calendar and scores will be shared with content teachers in order to inform instruction and supports. Another consideration this year will be introduction of portfolios for ELLs in order to truly establish and effective data reporting system schoolwide. Our school will also hold internal professional development for ELL-related issues.
13. What programs/services for ELLs will be discontinued and why?
In previous years, Queens Collegiate dedicated one class to beginner ELLs, so that they felt comfortable expressing themselves in a low pressure environment. Class was dedicated to increasing language proficiency at a pace suitable to their needs. With the new CR PART 154 Regulations, Queens Collegiate is unable to hold this class due to scheduling priorities.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our programming committee considers inclusion of ELLs in mainstream classes and enrichment opportunities to be a high priority. ELLs receive push-in services of an ENL teacher or co-teacher in order to maximize their access to the authentic spoken English of their peers and educators. Additionally, this programming allows ELLs to enroll in arts courses (art, theater, music), rather than being pulled from these enriching classes for language support. QC staff offer academic assistance throughout the year before, during, and after school and ENL teachers in particular offer ELLs homework assistance, additional language instruction, and help with content courses after school through Title III programming.
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.
Our classrooms come equipped with smartboard technology, which offers teachers the ability to differentiate and scaffold lessons by incorporating multimedia resources (videos for explanations that can be repeated at the students' discretion, interactive maps, large and live screen to offer modeling of researching or performing tasks). Additionally, QC makes available to students multiple carts of iPads and laptops. ELLs have often made use of online dictionaries and translation services while using these forms of technology. In content area courses, this technology is used to access websites and apps featuring image-rich interactive learning games and activities to provide a more hands-on experience for ELLs. Our school uses textbooks, realia (skeleton, clay for models, rocks and minerals, water stations), a functioning library, and a science laboratory with microscopes, stop watches, and weather equipment to assist students in their academics.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
As our school lacks Bangla-speaking educators, instruction in the home language is limited. Our Spanish-speaking ENL teacher, Ms. Nancy Rosendo, has used her language skills to communicate with parents, quickly provide background, and help ELLs make connections.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ENL students are programmed to take their core content subject classes at the appropriate grade that all students complete these credits. An ENL teacher pushes into these classes to service the ELLs and offer support. In addition, students required to have direct language instruction are programmed in a freestanding ENL class. Queens Collegiate reviews each ELL student's program to ensure required services are provided and align to age and grade levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When a new ELL is enrolled at Queens Collegiate, the family is greeted by one of the ENL teachers. During this time the teacher takes the family on the tour of the school, explaining common procedures and daily activities. During the first initial 10 days of enrollment, new students meet with an ENL teacher to be informally evaluated and given the LAB-R/NYSITELL. At this time, the teacher finds out about the student's background, homelife, interests, etc. A buddy is assigned by either the guidance counselor, Ms. Macaluso or an ENL teacher. This buddy usually speaks the same native language in order to help answer any questions and assist in the newcomers first days of their transition.

19. What language electives are offered to ELLs?

Students at QC must enroll in one semester of Spanish, but may elect to enroll in advanced Spanish courses.

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)?

Not applicable: QC does not currently support dual language programs.

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.)
We have three main teachers of ELLs at our school. These teachers are Sydney Barnes, Nancy Rosendo, and Leona Dalphond. Teachers of ELLs at Queens Collegiate constantly participate in professional development courses given by the NYC Department of Education. In addition, every Tuesday morning, our school has mandated professional development hour, during which educators discuss different topics, including the teaching of ELLs.
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?
News and PD Opportunities for Educators of ELLs are received by the QC ESL staff on a regular basis from our district contact. ESL teachers attend outside professional development workshops and training sessions relating to language development and how Common Core Learning Standards are to be integrated into the ESL programs. They also attend workshops that showcase new research related to second language acquisition. All teachers (of gifted, general, and special education) and paraprofessionals are engaged in collaborative teams where student work is examined, and progress of ELLs and SWDs is particularly examined, discussed, and next steps planned. Staff also participate in monthly conferences conducted by administration with professional development topics ranging from interpreting data for subgroups (including ELLs), to communicating with all families (including families of ELLs). School secretaries and the parent coordinator attend district training in order to meet the needs of all families, including those of ELLs, who come to or call on the school to meet their children's needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
In order to help students make the transition from elementary school to middle school and from middle school to high school, we offer advisory every other day. Advisory helps ELLs have a comfortable place to go to speak about their experiences. In addition, all of the ENL teachers hold after-school hours, which students are encouraged to attend.
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 staff at Queens Collegiate participates in team time meetings two to three times a week. These are times when grade teams meet together to discuss and plan lessons together, look at student artifacts, and discuss data. Many of these teams have an ESL teacher on them. Furthermore, the school offers weekly Tuesday morning professional development for all staff. During this time, the main ENL teachers Sydney Barnes, Nancy Rosendo, and Leona Dalphond, will provide ENL PD's for content teachers, so that they may obtain their 15% professional development hours. The main ENL teachers will continue to receive outside professional development provided by the city. Proof of professional development attendance is recorded during in-school professional development hours, and a copy of the attendance is kept inside the ESL binder and secured in a filing cabinet. The professional development hours obtained by the ENL teachers are electronically recorded and kept. here:

C. Parental Involvement

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

Every Monday morning, Queens Collegiate sets aside time for parent outreach and engagement. During this time, the ENL staff meets with ELL guardians to report progress and goals. The majority of our ENL students are Bengali and Hispanic. As such, we have a Spanish and Bangla translator at our disposal: Ms. Roseno and Ms. Rezwan. When another language is required, Queens Collegiate contacts the DOE's Translation and Interpretation office to schedule an appointment.

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.

Every Monday, ENL teachers are provided time to meet with guardians to discuss student progress and future goals. After completion of meeting, new information will be added to individual student folders. These folders are located in the main office and kept under lock by the school secretary, Ms. Robinson. In addition, any time a parent is contacted the school uses a program called Skedula to keep track of all parent outreach.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The ENL team holds an ENL Family Night once to twice per year. This is an evening for ENL families to get to know one another better and to form a more tightly knit community. In addition, we encourage guardians to be part of the ENL community by offering their translation services, and ideas in order to better assist the needs of our students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At this time, Queens Collegiate does not partner with other agencies of Community Based Organizations for ELL parents.
5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through speaking with them at parent teacher conferences, through communicating with them via email and over the phone. Moreover, every Monday morning Queens Collegiate schedules time for parent-outreach for the progress of those students who need immediate attention.

6. How do your parental involvement activities address the needs of the parents? Through speaking with families at conferences, we noticed many ENL families do not know the other ENL families at the school. Since we have a high population of Bengali and Spanish speakers, we decided a family night would be beneficial for families to begin to form support networks with other families.

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.

Queens Collegiate participates in Title III funding in which after school help and regents prep is offered. ENL teachers deliver targeted instructional support using assessment, and data reporting. This learning environment also affords teachers to act as a facilitator and to provide one on one support to any language learners who may be struggling in a particular area.

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q310 _____ School Name: 28Q310 _____
Superintendent: Mendez

Before you begin, please check the following:

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

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

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

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

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

During intake, parents indicate their preferred language of communication on the Home Language Survey (part three of the Home Language Survey). This data is maintained on file, both in ATS and in the student records, a hard copy filing system in the central office. Parents' preferred languages are also listed on students' emergency contact cards, which are also kept securely in filing. ENL staff also conduct in-person intake and orientation, during which parents' preferred languages are documented.

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.

At our school, parents' preferred languages include: English, Bangla, Spanish, Urdu, Arabic, Mongolian, Filipino, Hindi, French, Bhili, Greek, Pashto, Chinese (any dialect), and Mandarin.

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.)

Queens Collegiate distributes ELL status notification letters in the parents' preferred language within the first 10 days of the academic calendar. The Language Access Coordinator will ensure that critical documents, such as our annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, NYS testing dates, general overview of student curriculum, and letters from the school leadership will be translated and disseminated to parents in their preferred language.

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

Our school hosts a parent night (an open house) within the first three weeks of the start of the academic calendar. Parent-teacher conferences are held twice per year, with two meeting windows (one in the afternoon and one in the evening) for each conference. An additional evening conference is scheduled toward the end of the academic year in May. Every Monday we hold parent engagement hour, during which staff place outgoing calls to parents or conference with parents/guardians. We also hold an additional conference with parents of ELLs once per 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.

The Language Access Coordinator take the following steps in ensuring appropriately translated documents: 1) Check the website to determine whether a translated document is available; 2) if a document is unavailable, the LAC will notify the Translation & Interpretation staff to translate the document; 3) if the in-house team is unavailable or unable to provide translation services, contact NYC DOE translation services to ensure documents are available to parents in their preferred languages.

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

The school will post per-session posting (Translation & Interpretation) for Bangla and Spanish translators for oral translations with parents in-person and via telephone before and after school. NYC DOE telephone translation services will be used on occasions when a school interpreter is not available and when a language other than Bangla or Spanish are needed. Translation services will also be used for translating documents.

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.)

One professional development session will be devoted to training faculty and staff on policies and procedures pertaining to translation services and over-the-phone interpretation. Staff will receive Translation Request Forms should they require critical language services. These forms will be disseminated to parents. Staff members will also receive language palm cards to display in their classrooms so that they can assist students in their preferred language.

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 the Chancellor's regulation A-663, our school will determine within 30 (thirty) days of a student's enrollment whether the student speaks a language other than English, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the DOE. The school shall maintain an appropriate and current list of the language of each parent. Such information must be maintained in ATS and on the student emergency card. We will provide translation and interpretation services to all parents who require language assistance as described above.

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)

During the in-depth annual meeting with ELLs' parents, ENL team will distribute parent surveys regarding translation and interpretation services. These surveys will be made available online in preferred languages as well.