2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 25Q252

School Name: QUEENS SCHOOL OF INQUIRY, THE

Principal: MEREDITH INBAL
Comprehensive Educational Plan (CEP) Outline

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School Information

School Name: Queens School of Inquiry
School Number (DBN): 25Q252
BEDS Code: 342500011252
Grades Served: 6-12
School Address: 158-40 76th Road, 2nd Floor, Flushing, NY 11366
Phone Number: 718-380-6929
Fax: 718-380-6809
School Contact Person: Rosemary Moyano
Email Address: RMoyano@schools.nyc.gov
Principal: Meredith Inbal
UFT Chapter Leader: Dennis Giusto
Parents’ Association President: Lisa Coia
SLT Chairperson: Eleftheria Sabella
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A
CBO Representative: N/A

District Information

Affinity Schools CUNY/UA
Geographical District: Superintendent: Fred Walsh
Superintendent’s Office Address: 333 7th Avenue, Room 715
Superintendent’s Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3754
Fax: 

Field Support Center (FSC)
Affinity Group FSC

Executive Director: Alexandra Anormaliza

Executive Director’s Office Address:
131 Livingston Street, Rm 606, Brooklyn, NY 11201

Executive Director’s Email Address: AAnorma@schools.nyc.gov

Phone Number: 718.935.5618

Fax: 

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Meredith Inbal</td>
<td>*Principal or Designee</td>
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<tr>
<td>Dennis Giusto</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Lisa Coia</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Isabel Neira</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>The mission of the Queens School of Inquiry (QSI), an Early College Initiative School is to provide engaging, student-centered mastery-based learning to all students in grades 6 through 12. Our inclusive environment is designed to support the whole child and prepare students to enter and successfully complete college early. Students at the Queens School of Inquiry have the opportunity to earn up to 62 tuition free college credits while still in high school.</td>
</tr>
</tbody>
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We expect our students to become compassionate, successful, and self-confident adults who value a lifetime of learning. Our four Core Values are:

Collaboration

Inquiry

Perseverance

Universal Literacy

Beginning in the 6th grade, the Queens School of Inquiry (QSI) prepares students by developing academic skills aligned to a standards based assessment learning model. Students realize their goals in an inclusive environment that promotes inquiry-based learning, self-management and leadership.

A close collaboration with CUNY Queens College, the greater City University of New York, ASD Nest, Facing History and Ourselves, Middle School Quality Initiative and a dedicated and expert teaching faculty, helps us promote college and career readiness. We are a neighborhood school that emphasizes real life applications in our effort to educate caring and ethical citizens.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Queens School of Inquiry is a student-centered environment where every child is known well by at least one adult. The school is dean-free and staffed by school counselors and a social worker who attend to the students’ social-emotional needs and help maintain a high level of respect between and among staff, students, families and the community.

All aspects of the school environment were deliberately designed to create a college ready culture. Students sit in the hallways in between their college campus classes and HS classes and lunch. The main office is an open space where students are encouraged to spend time meeting with teachers, studying and talking. The Guidance Suite is an open space where students have access to the School Counselors and college preparation materials. By Junior year, students who have earned the privilege, travel back and forth between the high school and CUNY Queens College where they take classes among the matriculating college students. Seniors who qualify are registered for waiver classes; courses chosen by interest where they may be the only high school student in attendance. Ultimately, students have the opportunity to earn up to 62 tuition-free college credits prior to graduating high school. This aspect of school culture is supported by a Seminar class, at each grade level, 9-12, co-taught by school counselors, administrators and teachers.

Curricular, pedagogical and assessment practices are aligned with our school’s philosophy that students learn best in an inclusive environment where inquiry, collaboration, perseverance and literacy are celebrated. Academic rigor is determined by how deeply the students internalize content, apply what they learn and transfer their learning across curriculum to unique, real life experiences. Beginning in 2015, QSI adopted Marzano rubrics and transitioned fully to a mastery-based system that utilizes standards-based rubrics to support academic growth. Rubrics measure student
academic achievement, and there are companion rubrics measuring college readiness. Both are used to determine whether students meet pre-requisites for enrolling at the college.

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

- **College Immersion:** A full immersion program for middle school students to gain an understanding of college coursework and college ready behaviors. Graduates regularly point to College Immersion as being of great influence in their decision to stay at QSI for high school and in becoming college ready.

- **Career Day:** An established event that helps students identify potential careers and learn from professionals. Students meet with professionals in a multi-tiered process that allows for getting to know professionals through a large lecture, small intimate groupings and one-on-one during a special lunch. Student evaluations reveal that students make connections between going to college and career readiness as a result of their participation in Career Day.

- **Middle School Quality Initiative:** In 2018, QSI became an MSQI school. All sixth and seventh grade students are scheduled for a full literacy period every day. The partnership includes extensive support and training for teachers, and acts as a springboard for further developing a culture of literacy. Reading and writing on or above grade level is the key indicator for success in college.

- **Facing History and Ourselves:** In 2018, QSI became a Facing History school. This means all teachers and students participate in at least one unit of study related to the learning promoted by Facing History. Facing History’s mission is aligned to ours. According to their website, the goal is to, "Integrate the study of history, literature and human behavior with ethical decision making and innovative teaching strategies."

- **Clubs and extracurricular activities:** Provided to middle school students during their lunch period. A teacher led SBO gave staff the opportunity to use their professional assignments 2-3 times per week to lead interest based clubs as a means of further developing the school culture and teaching students early on of the importance of building a well-rounded college resume. Additionally, clubs, activities and our Enrichment Days are designed with student interests in mind. We use the Renzulli enrichment model as a means to hone in on students abilities and interests and celebrate these while extending learning opportunities to all.

- **Health and Wellness:** A course introduced in the 2015-16 school year. Along with High School and College Seminars, students use these courses to explore the ways in which learning and reflective practice connect with civic responsibility and mindfulness. As the cornerstone of their portfolio development, students are given the space to reflect on their learning and experiences and set SMART goals to help them move toward greater success.

Annually since July 2013, rising Seniors have traveled to Paris, France, Barcelona, Spain, London, England, Florence and Rome, Italy, Iceland and Japan, respectively, as part of a CUNY Queens College/Queens School of Inquiry collaborative study abroad program. Our high school students are enrolled in credit bearing college history, art, science or business courses. The students go to class every morning for three hours at a local university, and spend their afternoons on excursions connected to what they are learning in class. Students will travel to Barcelona in 2019 to study studio art in context.

We celebrate our students successfully earning college credit while in high school. **We boast graduation rates above 90% for every year we have graduated a cohort since 2012.** Many of our alumni graduate Queens School of Inquiry and enter college as sophomores. One hundred percent of our graduates since 2012 have earned at least three college credits. All graduates received acceptance to at least one college/university of their choice. The study abroad
program, our newest collaboration with CUNY Queens College, is one more exciting way we prepare our students for a successful college experience.

3. Describe any special student populations and what their specific needs are.

| The Queens School of Inquiry is an ASD Nest school. ASD Nest serves students on the Autism spectrum. The program supports full inclusion. Students are supported by a second teacher in all classrooms, including art, music and physical education. Additionally, specific courses are designed by the speech provider and occupational therapist to provide social-emotional support. All Queens School of Inquiry students benefit from the classroom structures imposed by the ASD Nest program and the promotion of full-inclusion throughout the school community. Overall, QSI was designed on the principle of inclusion. More than 80% of classes, grades 6-12, are co-taught, and we celebrate our co-teaching partnerships. This means there are no pull-out services for any student population. Students are taught early on to use teachers' "office hours" when they require additional support. Since 2016, one of our teachers has been devoted entirely to supporting SWDs and ENLs in transitioning to college early. Her role includes helping students facilitate their IEP meetings, disclose to the college's disabilities office and directly teach Executive Functioning skills to support students' independence at the college. |

4. Identify 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.

| In 2016-17, the staff of Queens School of Inquiry made a concerted effort to enhance instruction and transition fully to mastery based learning. We looked at Scholastic Reading Inventory (SRI), Regents data, SAT scores, student surveys and teacher feedback to determine the best course to take when implementing a mastery based learning and standards based assessment system. All eighth grade students were enrolled in Algebra and Living Environment. Our partnership with Queens College expanded to include Latin, Japanese, Environmental Science and Geology. The QSI seven year scope and sequence was also revised to reflect more rigorous standards and pre-requisites for high school and college courses. Rigorous classroom instruction along with elevated school-wide standards has led to increased Regents pass and college readiness rates and credits earned at the college. In 2017-18, we added SATs as a focus for college readiness. QSI faculty were trained by A-List, and we began offering SAT preparation classes both after school and on Saturdays. On average, students raised scores on their SATs by more than 150 points, and for the first time, at QSI, our average cohort score was above the district and State average. Additionally, the Queens School of Inquiry returned to its focus on inquiry based instruction. To do this, we placed greater emphasis on collaborative teachers and classroom practices aligned to the school's mission. The goal was to move toward interdisciplinary instruction and instructional units using an inquiry model. In 2018-19, eighth and tenth grade teachers offer Humanities courses, the Inquiry course is no longer a stand-alone course, but integrated into all subject area courses, QSI became a Facing History school, and we joined MSQI to focus on literacy development across grades and content areas. |
### School Demographics and Accountability Snapshot for 25Q252

#### School Configuration (2018-19)
- Grade Configuration: 06.07.08.09.10.11.12
- Total Enrollment (2017-18): 576
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 1
- # SETSS (ELA): 32
- # Integrated Collaborative Teaching (ELA): 74
- # Special Classes (Math): 1
- # SETSS (Math): 37
- # Integrated Collaborative Teaching (Math): 72
- Types and Number of Special Classes (2018-19)

#### # Visual Arts: 6
#### # Music: 9
#### # Drama: 7
#### # Foreign Language: 15

#### # CTE

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.2%
- % Hispanic or Latino: 24.1%
- % White: 17.0%
- % Limited English Proficient: 4.7%
- % Black or African American: 16.1%
- % Asian or Native Hawaiian/Pacific Islander: 40.8%
- % Multi-Racial: 1.9%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 8.15
- # of Assistant Principals (2016-17): 4
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification (2014-15): 12%
- Student Performance for Elementary and Middle Schools (2017-18)

#### ELA Performance at levels 3 & 4: 59.9%
#### Mathematics Performance at levels 3 & 4: 41.3%

#### Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
#### Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2017-18)
- ELA Performance at levels 3 & 4: 99%
- Mathematics Performance at levels 3 & 4: 96%
- Global History Performance at levels 3 & 4: 87%
- US History Performance at Levels 3 & 4: 94%
- 4 Year Graduation Rate: 92.2%
- 6 Year Graduation Rate (2011 Cohort): 97.0%
- Regents Diploma w/ Advanced Designation: 42.9%
- % ELA/Math Aspirational Performance Measures (2015-16): 61%

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- Recognition: N/A
- In Good Standing: Yes
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: No
- Priority School: No
- Focus Subgroups: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YSH
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YSH
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: YES

- Met Adequate Yearly Progress (AYP) in Science (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YSH
  - White: N/A
  - Students with Disabilities: YSH
  - Economically Disadvantaged: YES

**High School**
- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</table>

Given a full transition to Mastery-Based Learning and Standards-Based Assessment, the expectation is every class prepares all of our students to be successful in college and graduate from a secondary learning institution within four years of matriculation. This means students must have an opportunity to engage in inquiry-based learning experiences and reflective writing and speaking that extends learning and engages students in higher order thinking. Our priority is to design highly engaging learning activities fully aligned to mastery-based learning targets and steeped in the inquiry model.

Since 2012, when our first class graduated, students at the Queens School of Inquiry have consistently graduated at a pace of over 92%, far exceeding the City and State average. Additionally, 100% of graduates are accepted to a college of their choice, and more than 95% of graduates begin matriculating at a two or four year college/university immediately following graduation. Our students graduate college-ready, having taken college courses while in high school, and these successes benefit them far beyond high school.

Our goal for 2018-19 is to enhance students’ experiences with inquiry based learning, so as to increase their opportunities for problem solving and higher order thinking. We strongly believe this will lead to higher SAT and ACT scores and higher rates of admissions to top universities. We consistently seek ways to strengthen students competitively on a national and global scale.

In Fall 2017, our 7-Year Scope and Sequence changed. Most notably, students took Regents English in 9th Grade. Eighty-six percent of ninth graders passed the English Regents in 2017-18. Forty-four percent earned a score of 85 or better. Starting in September 2018, these same students will take a Humanities course. The course will couple English and Global History studies and be aligned to the inquiry curriculum approach. We anticipate enrollment of our high school juniors in English 110 at CUNY Queens College will increase by 20% in Fall 2019. This means that by June 2018, more than 80% of this student cohort will have earned an 85 or better on the English Regents and a B or better in the Humanities course.
The emphasis on writing and literacy skills will continue to reach down to the middle school and receive new attention in 2018-19. All eighth grade students will have the opportunity to take the US History Regents exam and a Humanities course. Our participation as both a Facing History and a Middle School Quality Initiative (MSQI) school will turn our focus to literacy and inclusion, and help us insure all students are reading diverse texts on or above grade level by the time they reach high school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will increase student performance in literacy. Through our partnership with MSQI and Facing History, and our pilot of Humanities in 8th and 10th grades, all middle school students will increase by two (2) lexile levels according to the Degrees of Reading Power (DRP) assessment, and 30% of SWDs in tenth grade will score above 85 on the English Regents, securing them a place in College English 110.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, Grades 6-10</td>
<td>Year long</td>
<td>English Department Administration</td>
</tr>
<tr>
<td>All school</td>
<td>Year long</td>
<td>Administration Inquiry Teacher</td>
</tr>
<tr>
<td>All ELA and math teachers</td>
<td>Year long</td>
<td>Consultants ELA Teachers</td>
</tr>
</tbody>
</table>

- Realign the seven-year-scope-and-sequence to align with goal.
  - Beginning in January of Freshman Year, all students sit for ELA Regents.
  - Beginning in January of Eighth Grade, all students sit for US History Regents.
  - Eighth and tenth grade programs include Humanities.
  - Sixth and seventh grade programs include five periods of English per week AND five periods of Literacy per week.
  - A Facing History elective course will be added to high school master program.

- Inquiry Teacher moves into a coaching role.
  - The Inquiry course is no longer a stand-alone course.
  - Inquiry teacher will plan, co-teach and debrief with teachers across content and grade levels to facilitate inquiry-aligned unit planning and delivery throughout the school.

- Training for all ELA staff in A-List SAT Preparation.
  - A-List consultants will teach all ELA staff ways to implement SAT preparation strategies daily.
  - Select teachers will be trained to deliver SAT prep courses.
  - SAT prep classes will be programmed for fall and spring, after school and on Saturdays to insure accessibility to all high school juniors.
All freshmen will take the ELA Regents in January 2018 and June 2019.

- English 9 will prepare all students to succeed and score above 85 on the English regents.

- Students who score above an 85 and receive an overall grade of B or better in the course (in 9th or 10th grade) will ultimately be enrolled in English110 in fall of their junior year.

- Students who require additional time to meet pre-requisites will continue to take Regents aligned ELA courses.

- A Writing Center has been developed and will continue to grow for QSI students on the QC campus. Students can utilize the Writing Center for additional support when preparing essays for classes, developing college application essays and preparing for Regents.

All eighth and tenth grade English and history teachers will engage in targeted professional development leading toward the creation of a new Humanities curriculum.

- Ideally, 8th and 10th grades will serve as pilots/models for full school participation by 2020

<table>
<thead>
<tr>
<th>Transition to MSQI</th>
<th>Middle School students</th>
<th>Multi-year implementation</th>
<th>MSQI Team Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Tiered training provided by MSQI</td>
<td></td>
<td></td>
<td>Administration</td>
</tr>
<tr>
<td>- Develop a vision for literacy.</td>
<td></td>
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<tr>
<td>- Administer the DRP three times during the school year</td>
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<tr>
<td>- Establish routines and lessons for the literacy period.</td>
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<tr>
<td>- Master schedule should reflect common Literacy periods across 6th adn 7th grade</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first and fourth PTCs are used to introduce parents to their students' teachers and course sequence. All families are invited to orientations that describe, in detail the expectations for students' success at the Queens School of Inquiry. Orientations take place in summer and spring. Two PTA meetings are calendared for Fall 2018 to explain and discuss course sequencing, pre-requisites and the middle, high school and college application processes, respectively. The Queens School of Inquiry's Mastery Learning and Standards Based Assessment Model is described in detail in the</td>
</tr>
</tbody>
</table>
student handbook published at the front of the 2018-19 agenda book handed to every student in September 2018. All information is additionally published on our website queensinquiry.com.

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.

- Power Schools, the online grading and reporting system, requires an annual contract and maintenance. Our website queensinquiry.com is necessary for posting all school-wide information and provides a grading platform and webpage for every teacher and course. NYSTL software and TL money are used to support this contract.

- Administration will work to develop leadership capacity in key pedagogical staff to facilitate implementation of goals. At least 300 hours of per session will be devoted to meeting times and coverage for scheduled inter-visitations and consultations. Per session funding is aligned to multiple sources.

- A consultant began working with key pedagogical staff in 2015-16 to practice inter-visitations aligned to Advance. In 2018-19, the consultant will return to work with staff focusing specifically on curriculum development and alignment to goals. The consultant costs will be covered through TL FSF.

- One ELA teacher’s program will be devoted to coaching teachers and facilitating the development of inquiry aligned units and their implementation. In addition, the Humanities courses require a full time English and a full time history teacher present at all times, along with a dedicated Special Education teacher for the courses that require ICT support. Teacher salaries are covered by TL FSF and TL ASD Nest funds.

- Some Monday professional development and weekly common planning periods will be used to work through the new literacy model.

- Contracts with A-List, DRP, and Castle Learning (adaptive computer-based test preparation tool) are all annualized. Contracts paid for with NYSTL software, TL FSF, ASD Nest and other funds.

- HR: Two additional pedagogues are utilized as part-time coaches to support teacher development and college and career transitions for SE students. Salaries are split between TL FSF and TL ASD Nest funds.

- College courses and salaries for college professors and the College Liaison are supported by a Research Foundation budget separate from the NYCDOE budget.

- The Writing Center is funded through a separate Research Foundation budget that supports our college partnership.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019, all middle school students will have grown by at least one lexile level on the DRP and the practice English Regents exam will demonstrate progress toward mastery. Actions that will be underway, include but are not limited to:
Administrators will participate in, and as needed, facilitate department meetings during Monday PD and weekly common planning sessions to monitor progress through observation.

QSI will use the January administration of the Regents exams in ELA and US History to determine the baseline scores of students enrolled in these courses.

Observations conducted by administration will reveal the frequency and depth of inquiry-based instruction.

Quarterly CUNY Queens College Planning Committee meetings will be used to discuss and monitor student readiness for college level courses.

A-List online resources include practice exams and score student work. Regular on-line practice exams are used to monitor student progress toward goal. College Board provides data reports after each test administration throughout the year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- January Regents
- SAT practice exams
- SAT scores in March and June
- January DRP

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>
| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.  
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.  
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?  |
| The Quality Review, Survey and Quality Report all indicate this is the school’s greatest strength. |

Our most recent Quality Review stated: There is a culture for learning that communicates high expectations to staff, families and students and effectively highlights goals connected to a path to college and career readiness. As a result, there is a sense of mutual accountability among the stakeholders. Parents play an active role in supporting students throughout the school.

Overwhelmingly, parents, students and teachers indicate that there is a positive school culture and high expectations are communicated to students and staff. QSI had close to 1500 matches for incoming 9th grade students in 2018. This was to fill only 20 open seats. This is a consistent trend and a sign of our strength in this area.

In 2016-17, the ASD Nest program which serves students on the Autism spectrum grew to include high school. Two student cohorts matriculated to 9th grade. Pass rates in course work was 100%. All ten students successfully moved to 10th grade, and a new cohort of three freshmen matriculate in 2017-18. Seven students in this sophomore cohort have met pre-requisites for college coursework, and a bridge program was been created for all students to help support transitions to high school and early college. In 2018-19, there will be five cohorts altogether in the high school, along with the existing three cohorts in the middle school. Two full time staff are devoted to supporting co-teaching relationships that ultimately support better learning for all students and students' transitions between middle school, high school and college, respectively.

Simultaneously, we consistently seek new ways to support a fully inclusive environment and support students social and emotional development. In 2017-18, this included expanding our GSA (Gay-Straight Alliance) to include a middle school cohort, joining Brain Power Learning, and expanding the Renzulli Enrichment Model. We also work closely with Facing History and Ourselves to offer staff development and curriculum support. In 2018-19, QSI is a full partner Facing History school.

Overall, Queens School of Inquiry uses attendance rates and participation in school activities to determine the students' level of engagement. In 2017-18, our average attendance rate was 94.4%. Of 321 high school students,
more than 150 participated in SING!, eleven students travelled to Japan with Queens College in July 2018, close to seventy students participated in our expanded PSAL program, and GSA grew to over fifty members. This is only a sampling of the increased involvement of students in the school community. We strongly believe it is imperative the school maintain its culture and reputation for all students and remain an inclusive space that supports all learners.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, 2019, the school culture and learning environment will more effectively support the academic and personal growth of each student, as evidenced by an 1% increase in students with over 90% attendance, from 94.4% to 95.4%.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Led Conferences</strong> will continue in 2018-19.</td>
<td>All students</td>
<td>Full Year</td>
<td>Seminar Facilitators</td>
</tr>
<tr>
<td>- Sixth and tenth grade students were the first to engage in Student Led Conferences in 2016-17.</td>
<td>their families</td>
<td></td>
<td>Health and Wellness teachers</td>
</tr>
<tr>
<td>- All students engaged in Student Led Conferences in November 2017 and February 2018, respectively. At the time, we piloted a new set of College Readiness rubrics to which a pilot group of students spoke when leading conferences.</td>
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<tr>
<td>- In 2018-19, students will develop high school and college readiness portfolios aligned to the College Readiness Rubrics. These portfolios will be presented at Student Led Conferences.</td>
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<tr>
<td>- Sixth and Seventh grade students will communicate how the Renzulli model, Brain Power and Health and Wellness coursework are used as a springboard for engaging in mindful and metacognitive portfolio development aligned to mastery based learning.</td>
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<tr>
<td><strong>Attendance Team</strong> will continue to meet monthly to monitor student attendance and implement strategies to increase student attendance.</td>
<td>Students with attendance below 90%</td>
<td>Full Year</td>
<td>Attendance Team</td>
</tr>
<tr>
<td>- The Attendance Team was organized in 2015. The team includes school counselors, QSI Community Associate and the Attendance teacher.</td>
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<tr>
<td>- RISA reports from ATS, period attendance, teacher reports and family information is used to determine at-risk students and support the development and implementation of strategies to increase individual student attendance.</td>
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</tr>
<tr>
<td><strong>Extra-curricular activities and academic supports</strong> will expand.</td>
<td>All students</td>
<td>Full Year</td>
<td>Teachers</td>
</tr>
<tr>
<td>- QSI anticipates receiving continued grant support for its SING!, Arts for ELL and SWD Grant and Roundabout Theater partnerships.</td>
<td></td>
<td></td>
<td>Coaches</td>
</tr>
</tbody>
</table>
- 2018-19 is the third of a three year implementation of a middle school Makers Club open to all middle school students, but specifically designed to support ASD students.

- At least two PSAL and two Champs sports programs are scheduled for each season in 2018-19. Where PSAL does not support a team, QSI participates in alternative leagues.

- Service and cultural clubs will continue to expand in 2018-19.

- An ASD Nest Summer Bridge Program will run in August 2018. The bridge program extends to weekly individual and group meetings developed to support high school and college transition needs for ASD and general SE students.

- All teachers' programs are designed to support 2-3 periods per week where they can facilitate a club and/or provide academic intervention and support.

**Maintain our college partner relationship and expand programs and course offerings.**

- Existing programs that support college readiness and students' desire to attend college include 7th and 8th Grade College Immersion Programs, QC/QSI Summer Study Abroad, Career Days and QSI student attendance at QC Science Research Symposia and math competitions. In 2018, we will offer a summer college English course.

- College language course offerings have been expanded to include Latin, French and Spanish. Students who express special interest are given opportunities to learn other languages like Korean, Russian and Hebrew on the Queens College campus.

- New course were offered in Mythology, Geology and Environmental Science in 2017-18.

- A QSI student led history research symposium took place in May 2018. The symposium was a collaborative effort between QSI high school and QC college teachers. The symposium will continue in May 2019, and new ways to celebrate student achievements on and off campus will be created.

**Students are trained mediators. Students and faculty will continue to engage in mediation and mindful practices to resolve and prevent conflicts.**

- In January 2017, QSI high school juniors were trained as mediators by a professional mediator who is employed by our ECI partner.

- Simultaneously, QSI staff was trained in similar mediation practices.

<table>
<thead>
<tr>
<th>Maintain our college partner relationship and expand programs and course offerings.</th>
<th>All students</th>
<th>Year Long</th>
<th>QSI and QC Faculty administrators</th>
</tr>
</thead>
<tbody>
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<td>- New course were offered in Mythology, Geology and Environmental Science in 2017-18.</td>
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<td>- A QSI student led history research symposium took place in May 2018. The symposium was a collaborative effort between QSI high school and QC college teachers. The symposium will continue in May 2019, and new ways to celebrate student achievements on and off campus will be created.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students are trained mediators. Students and faculty will continue to engage in mediation and mindful practices to resolve and prevent conflicts.</td>
<td>Select students and all staff</td>
<td>Year Long</td>
<td>ECI Mediator Administration</td>
</tr>
</tbody>
</table>
- QSI Principal participated in RISE Mindfulness training in August 2017, and will return in Fall 2018.
- School counselors and social worker will support student mediators and full implementation of mediation program in 2018-19.
- Additional students and new faculty will be trained in mediation.

In 2017-18, all staff received multi-tiered training from Power Brain Learning. The training will continue in 2018-19. In addition to all staff training and multi-tiered mentor and leader trainings, the program will expand to include:

- Training for all office and support staff,
- A student leadership training and retreat,
- Training for administration,
- Parent trainings and a parent group.

Additionally, teachers implement Brain Power activities throughout the day to increase focus and engagement.

QSI will become a Facing History school in 2018-19.
- All staff will receive trainings from Facing History staff.
- English and history teachers will attend trainings during Summer 2018.
- All teachers have access to Facing History's extensive resource and curriculum database
- A new Facing History elective will be offered in 2018-19
- Our Health and Wellness course for middle school students will increase to five days per week and grow to include Facing History Advisory lessons and activities.

In 2018-19, QSI will extend its partnership with Renzulli Learning.
- Additional teachers will attend Confratute, a week long professional development at University of Connecticut.
- In August 2018, a Renzulli consultant will train all staff.
- Renzulli Learning will expand throughout the school to include additional Enrichment Days and specialized programming for our students.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- Automated messages are delivered to parents/guardians when students are late and/or absent.

- Parents will have the opportunity to engage with mindfulness training at select PTA meetings in 2018-19.

- Families are invited to volunteer and support their children by helping create materials for student performances and do things like sell tickets, work concessions and make fliers for student performances and events.

- All families are invited to student performances at least three times during the school year.

- Parent meetings are scheduled monthly to teach parents about high school admissions, college application processes, FAFSA, special programs, social-emotional developments that affect SE and ASD students, etc. Meetings are conducted by school counselors, the social worker, administration, teachers and/or the Parent Coordinator.

- Queensinquiry.com is used as a primary platform for disseminating general information about school and community events. The independent log-in for each student and parent is used so families can see private information about each child's grades, attendance and progress.

- A parent group has been established by Brain Power Learning. Parents will be invited on a monthly basis to participate in trainings and activities at Brain Power's headquarters in Bayside, Queens.

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.

- The CUNY Research Foundation budget is used to support college courses, professor's salaries, some study abroad costs and programming related to students' participation at Queens College.

- Power Schools, the online grading and reporting system, requires an annual contract and maintenance. Our website queensinquiry.com is necessary for posting all school-wide information and provides a grading platform and webpage for every teacher and course. NYSTL software and TL money are used to support this contract.

- The CASS system is paid for through TL money.

- The Attendance Teacher is a centrally funded position. In 2018, the teacher is assigned to QSI one day per week.
- Our ECI partner supports mediation trainings. Per session funds are used to support before and after school activities related to the work completed by student mediators.

- Funding for PSAL and Champs activities is supports by PSAL. TL FSF money is used for per session and admission fees when teams are registered with alternate sports' organizations.

- Special funding was provided by ASD Nest Central to support the summer bridge programs.

- Our ECI partner supports the time and consultation of ECI staff member who consults with middle school staff.

- Grant funds support three arts partnerships and the Makers Club. Grant requests have been made to expand GSA.

- TL FSF money is allocated for after school clubs and sports not funded through grants or special partnerships.

- Brain Power Learning and Renzulli Learning are paid for through TL FSF and TL ASD Nest funds.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
</tr>
</tbody>
</table>

| C4E | 21st Century Grant | SIG | 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.

As of January 2019, students above 90% attendance will be at pace for an overall annual 1% increase.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ATS RISA reports and Power Schools website analytics

Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In 2017-18, teachers engaged in a school-wide data analyses protocol. We used the Vertical Slice protocol to determine the extent to which curriculum was engaging and teachers communicate high expectations, allowing for higher order thinking and student led discussion in all areas of learning. Every pedagogue was given the opportunity to be a "student for the day." It was an opportunity to see school and learning through the students' eyes. Their findings included, but were not limited to:

- Students need more time to explain their thinking and write about their learning experiences.

- Much of the same learning style is used throughout the day leading some students to "feel bored" or "check-out."

- Inquiry-based/project-based learning is happening in the middle school, yet there was still little evidence of it in the high school.

- There were fewer than expected opportunities noted for students to apply critical thinking and discussion.

As a result of the school-wide endeavor, teacher teams engaged in professional development and learning around Inquiry, problem-solving and ways to include movement and increase attention. Summarily, these learning opportunities lead to teachers developing goals that increase student engagement and enhance instruction in research and problem solving.

Additionally, in 2016 up through Fall 2017, Queens School of Inquiry underwent a NYS Review of Special Education Practices. This audit reviewed all practices from IEP development to lesson construction and implementation. While this has always been an area of strength for the school community, special education and general education teachers had increased opportunities to collaborate during the process. We spent a great deal of the 2017-18 school year further developing these collaborative processes to support all students, particularly ICT practices for SE students.

In 2017-18, Queens School of Inquiry teacher collaborations moved beyond ICT partnerships. The master schedule aligned the history and English courses, provided time for grade and content team members to meet and plan, and allowed time for math teachers to push-in to science classrooms. While, overall, positive responses about rigor and depth of curriculum increased considerably on the Learning Environment Survey, there remains one overwhelming disparity. More than 80% of teachers report believing their curriculum challenges students, while less than 50% of...
student report feeling challenged. Raising the level of rigor and engagement will be the focus of this year's goal in hopes of closing this perception gap.

Part 2 – Annual Goal

| 2018-19goal 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 2019, all teachers will demonstrate improved practice in "Engagement," as defined by the Danielson Rubric, and earn a 0.21 overall average increase in the Domain 3, Component C score. This will move the average earned score from 3.34 to 3.5. |
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional consultants will continue work with teachers to identify best practices for developing unit and lesson plans.</td>
<td>All Teachers</td>
<td>Year Long</td>
</tr>
</tbody>
</table>

- This work was initiated in June 2017 and continued with monthly meetings throughout the 2017-18 school year. Bimonthly meetings will continue in 2018-19.

- Departments will identify a uniform means of developing unit plans. All plans for 2018-19 will be stored on GoogleDrive.

In May-June 2018, the Inquiry teacher, English teacher and Global History teacher combined their classes for one unit to deliver an inquiry/problem-solving based history unit. In 2018-19, this will expand two-fold:

- Students will be enrolled in Humanities in eighth and tenth grades. This means the English and History teachers at these grade levels will co-teach all classes throughout the day to deliver a cohesive curriculum that simultaneously supports history content and literacy development.

- The Inquiry teacher will spend time with teachers across grades and content areas replicating the cross-curricular development and delivery model established in 2017-18.

Teachers with less than three years' experience at the Queens School of Inquiry will engage in targeted professional development designed to help teachers align curriculum and pedagogical practices to the QSI mission and vision.

- 36% of teachers (n=47) have been hired since 2015.

- Additional support is required to acclimate new teacher to the school's early college mission and vision.

- Teachers new to QSI will be supported in this work by administration and teachers who have been identified as coaches and team leaders.
Professional learning throughout the year will focus on:
- Facing History
- Renzulli Learning
- MSQI - Infusing literacy across the curriculum
- Problem-solving practices in math and science
- Junior Great Books' Shared Inquiry process
- Mastery Based/Inquiry Based instruction

The school will begin to implement a one-to-one ChromeBook program beginning with the sixth grade.
- In August 2018, each sixth grade student will receive a ChromeBook.
- All middle school classrooms have been outfitted with Prometheum Boards and teachers require training to optimize usage.
- Students and teachers will require training to go paperless and to use the Chrome Books and the Google platform to share information and teach and learn in an integrated way.

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

All curricular materials and course specific units and assessments are posted to each course's page and can be found at queensinquiry.com. Two PTA meetings (October and January) will focus on using and understanding queensinquiry.com.

Moving to a one-to-one model will require parent training, as well as student and teacher training. Parents will have access to all curricular materials and student work at home via queensinquiry.com. Family orientation in August introduced protocols, as did Back to School Night in September. Additional meetings will be held on an as needed basis.

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.

The majority of work occurs during Monday PD and Common Planning periods. This is accounted for in annual program development.
- Teachers will require coverage when performing classroom inter-visitations. TL funds are used to provide coverage pay and per diem instructional coverage.

- Three pedagogical staff members act as part-time coaches, and each department has chosen a leader to facilitate meetings and monitor accountability. They will be the primary contacts for the teachers as they pursue their collaborations. TL funds are used to support their positions and pay per session, as needed.

- Consultants are paid for with TL funds. When the consultant is present, teachers are covered by peers or per diem instructors paid for with TL FSF and ASD Nest funds.

- TL funds will be used to pay for ChromeBooks and Prometheum boards as we increase technology capacity.

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an &quot;X&quot; the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**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.

In January 2019, administrators will have completed at least 50% of required observations in Advance and the Teacher Performance Overview report will reveal an increase in the average earned score for Domain 3, Component C.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The Queens School of Inquiry is a successful school model as evidenced by a consistent graduation rate over 92% since its first graduating class in 2012. More than 90% of all graduating students immediately enroll in a two or four year institution, and self-reports by high school alumni indicate, overwhelmingly, students feel prepared for college upon matriculation.

High school alumni regularly participate in school events and give back. More than 30% of professionals who participated in the 2018 Career Days were former QSI students. More than thirty alumni returned to represent their respective colleges in our 2017 student led college fair. All high school students participate in our early college program. One hundred percent of students who graduate have earned at least three college credits prior to graduation, including all ENLS and SWDs. School Leadership strongly believes these successes are due to strong academic cohesion from 6-12 aligned to our early college mission and a strong school culture that celebrates inclusion and engenders familial relationships among the student body and school staff.

This year, these successes aligned to formal school data. Regents pass rates all hovered close to or above 90%, including eighth grade students who take both Algebra and Living Environment; students demonstrated greater proficiency in middle school ELA and math; and, our August 2018 graduation was 99%. On average, high school graduates accumulated more than 36 college credits from CUNY Queens College while in high school with average college GPAs above 2.7. So following, teachers’ MOTP ratings in Advance reflect a 90% success rate, meaning 90% of earned ratings were effective or highly effective.

Teacher collaboration and leadership is essential to this success. Yet, only 80% of teachers report that they have influence over the development of curricular materials, according to our 2017-18 Quality Report. Additionally, only 73% of teachers believe they have influence over the instructional materials used in the classroom. This indicates less than 80% of teachers see themselves as full partners in the development and delivery of mastery-based instruction and standards-based assessment.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the
identified priority need(s) indicated in Part 1, and be written as SMART—Specific, **Measurable**, **Achievable**, **Relevant**, and **Time-bound**.

| By June 2019, school leaders will build teachers’ capacity to design Inquiry based/problem-solving units that are mastery-based and aligned to standards as evidenced by a 15% increase in teachers' positive responses to questions about teacher influence in the 2018-19 Quality Report survey. |
# Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Year long</td>
<td>APO</td>
</tr>
</tbody>
</table>

The school's master program is designed to support collaborative teachers and maximize exposure to and support by school leaders.

- Teacher teams (ICT pairs, department colleagues and complementary teams) have co-planning time scheduled as part of their weekly programs.
- Professional development time on Mondays and Tuesdays supports collaboration.
- Office spaces are designed to engender proximity to school leaders and enhance communication practices.
- Investments in technology are made to support increased communication when time does not allow for face-to-face collaborations.

Opportunities for interest and performance based PDs will be offered to teachers throughout the school year, separate from the 150 minutes supported by the Collective Bargaining Agreement on Mondays and Tuesdays.

- To date, teacher teams have attended professional development and workshops around Understanding by Design, the Flipped Classroom, Autism Spectrum Disorders through NYU and Literacy through The Academy for Teachers. They will continue to attend in 2019.
- Teachers have and will participate in CUNY led Instructional Leadership PD, Debating US History PD, Facing History PD and MSQI trainings throughout 2018-19.
- History and English teachers were awarded grants to participate in Facing History and Ourselves trainings and professional development beginning in Summer 2017. Two teachers traveled to Chicago for the annual conference in 2018 and will return to the national summit in 2020.

- Six members of the teaching faculty are Math for America fellows.

- Queens School of Inquiry leadership is committed to supporting a team of teachers every year to attend Confratute at UConn.

- Three science teachers attended the NSTA conference in New Orleans, LA, and they hope to present at the national conference in 2019.

- Language teachers attend national conferences annually. This year two teachers presented at the national conference in Nashville, TN. They will present again in 2019.

- In 2018, five of the workshops offered at the First Annual ECI Conference were offered by QSI staff. We hope to increase that number in 2019.

Administrators will participate in planning meetings with teachers and help to set the agendas and protocols to build teacher capacity in aligning learning targets with tasks and assessments.

- Grade teams meet weekly.

- Department teams meet weekly.

- Teachers meet weekly to discuss ASD students.

Curriculum consultant will facilitate the unit planning process that will lead to streamlining and greater cohesion. ECI and CUNY partners will visit teachers and provide feedback on the development and implementation of the process.

- Consultant and ECI and CUNY partners will support school leaders' process implementing Advance. Feedback and support provided to teachers will be directly aligned to Advance so classroom observations reveal progress toward goals.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Students share their experiences during Student Led Conferences in November and February. School leaders will participate in all seventh and tenth grade Student Led Conferences.

Materials aligned to coursework and suggested extensions and ways of engaging with course work at home are listed on individual teacher pages on queensinquiry.com.

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.

Conference fees and teacher travel are accounted for by TL allocations.

- TL, NYSTL and MSQI related funds are allocated for teachers to choose curricular materials to support classroom and online learning.

- Per diem and per session are used to cover teachers who attend conferences and workshops and pay for certain meetings outside school hours, respectively.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, a mid-year survey asking similar questions to those on the Quality Report survey will be administered. Teachers will demonstrate increased confidence in their part relating to curriculum design and influence.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

GoogleForms will be used to collect data.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Each year, surveys reveal parents have an overwhelming positive view of the school. Ninety-six percent of parents report feeling welcomed when they come to the building and 97% percent of parents feel that they and their children are respected by school faculty. In 2018, 67% of parents responded to the School Environment Survey; up from less than 40% in 2017.

Parent engagement was at its highest rate in 2017-18. Parents supported, worked at and attended three full school performances - SING!, Elf the Musical and an international dance recital. Parents attended middle school field trips, performances during our Middle School College Immersion, science presentations, and sporting events. For Juniors and Seniors, almost 100% of families attended evenings devoted to the college choice and admissions process and filling out the FAFSA. School counselors also lead quarterly parent meetings for parents of children with ASD to support school-to-home connections. Finally, we celebrated students and families at our NHS Induction Ceremony, Senior Awards Night and Sports Award Night.

In 2017-18, parents came together to create a Parents for the Arts group, and this group raised more than $6,000 to support the arts at QSI. In June 2019, QSI will graduate its first cohort of students receiving an Arts endorsed diploma.

Additionally, QSI Career Days are a significant platform for engaging with New York professionals and the larger community. Professionals volunteer time to meet with small groups of students and share work they do. As our high school graduates complete college and move into the workforce, they are an integral part of this work and our connections to the larger community. Former students and current students' parents are a large part of the workforce represented at Career Days.

The National Honor Society and other school-based service groups have also increased their community presence. Teams of students have participated in annual Autism Speaks, American Cancer Association and AIDS walks. These same students have raised money and awareness for select charities and organizations. In 2018-19, a group of students, through a partnership with JCRC, built a bridge between New York City teenagers and Arab and Israeli teens growing up in Jerusalem through a virtual cultural exchange. In the wake of the Parkland school shooting, NHS and others led our school's walk-out, a variety of enrichment events aimed at community organizing and social action, and more than thirty students, faculty and families participated in this year's March for Our Lives in NYC.
Finally, for the first time, QSI joined forces with the Child Center of New York in 2018 and, in May 2018, we held a Community Health Fair. The fair was held in conjunction with the final parent night of 2017-18. More than 30 vendors participated, and close to 100% of QSI families participated alongside community members. We plan to make this an annual event and will kick off the 2018-19 school year with our second fair. This will be an opportunity for Brain Power Learning to recruit parents and community members for their parent group that will also begin in Fall 2018.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will deepen our home-school partnership and engage and empower each family as an effective advocate for their child, by participating in educational planning, conferencing, school sponsored events and online and phone reciprocal communication, as evidenced by 100% of families logging into, communicating through and using our online education and reporting portal, haikulearning.
## Part 3a – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: | Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th>Who will be targeted?</th>
<th>What is the start and end date?</th>
<th>Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | Families | Monthly | Parent Coordinator, Teachers, PTA Executive Board |
| **Parent Teacher Association meetings will continue to be re-imagined to support family needs. Themed nights will continue to dominate PTA meetings.**  
- Teachers will invite families to participate in content specific meetings designed to help parents support students with class work at home.  
- Two times per year, families will engage with college readiness materials during FAFSA, college choice and application events organized by the college counselor.  
- At least two times per year, parents will be invited, through PTA meetings and online forums, to teach families to navigate haikulearning and use it to monitor student growth, communicate with teachers and support student learning at home. | Families | Monthly | Parent Coordinator |
| **Families will be invited to plan and participate in monthly events on and off campus. These include, but are not limited to:**  
- September's Back-to-School School Yard Party and BBQ  
- QSI's Breast Cancer Awareness Walk team  
- Charitable holiday baskets - creation and delivery  
- NHS Induction Ceremony  
- Career Days  
- Student Led Conferences  
- Community Based Health Fair  
- Arts performances | Families | Monthly | COSA, Community Coordinator, Community Associate, Parent Coordinator |
| **Tuesday afternoons are devoted to parent outreach and meetings. Within the first month of school, teachers attempt to call every family in the school to report at least one positive** | Families | Weekly | Teachers |
school day interaction. A second cycle of similar phone calls will be made mid-year. Additionally, teachers post weekly updates to their online reporting page.

Branding materials will be disseminated throughout the school and greater community to help facilitate awareness of the school and its mission of early college readiness.

Families will be invited to participate in committees that support civic engagement among students and the school's commitments to arts education.

- Parent volunteers will be identified in each class in grades 6-8 to coordinate classroom activities and celebrations.

Brain Power Learning will facilitate two parent workshops in 2018-19. All office staff and the Parent Coordinator will receive at least one training, and QSI's Community Coordinator will be trained as a Brain Power Mentor. Additionally, parents will be invited to attend monthly trainings at Brain Power's headquarters in Bayside, Queens.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- Child Center of New York houses a Beacon site in the school building
- CUNY Queens College is an integral partner
- Roundabout Theater Company
- Facing History and Ourselves
- National Honor Society (Junior and Senior High School chapters)
- Brain Power Learning

### 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.

- Parent Coordinator funds are allocated to support parent meetings and general open houses.
- TL funds support per session funds provided to teachers who organize clubs and after school activities, and for those teachers who stay and facilitate evening parent meetings.
- Programs like Career Days are, in part, supported by the Research Foundation.
- SING!, the Roundabout Theater collaboration and the international dance recital are all supported by respective grants.

- The PTA fundraises to support parent and family programs.

- One member of the pedagogical staff is allocated time as COSA, and one member of the pedagogical staff is allocated time as Senior Advisor. Their respective time and salaries are supported by TL funds.

- Brain Power Learning contracts are funded by TL funds.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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<th>Title III, Immigrant</th>
</tr>
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<tbody>
<tr>
<td>X</td>
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<td>C4E</td>
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<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, at least 85% of families will have logged into haikulearning and used it to communicate with teachers.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Haikulearning analytics tool

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Did not earn credit for course in previous year.</td>
<td>$\text{Standards based work and reassessments.}$</td>
<td>$\text{Small group and tutoring}$</td>
<td>During school day - Reading Intervention class</td>
</tr>
<tr>
<td></td>
<td>Was listed as Promotion in Doubt in the subject.</td>
<td>Notes supplied online.</td>
<td></td>
<td>After school - tutoring</td>
</tr>
<tr>
<td></td>
<td>Where applicable, did not pass regents exam.</td>
<td>Flipped classrooms provide video tutorials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Received a Level 2 or below on state wide assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has been identified as performing below standards by teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Did not earn credit for course in previous year.</td>
<td>$\text{Standards based work and reassessments.}$</td>
<td>$\text{Small group and tutoring}$</td>
<td>During school day - Math Intervention class</td>
</tr>
<tr>
<td></td>
<td>Was listed as Promotion in Doubt in the subject.</td>
<td>Notes supplied online.</td>
<td></td>
<td>After school - tutoring</td>
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<td></td>
<td>Received a Level 2 or below on state wide assessment.</td>
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<td></td>
<td></td>
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</tbody>
</table>
| **Science** | Did not earn credit for course in previous year.  
Was listed as Promotion in Doubt in the subject.  
Where applicable, did not pass regents exam.  
Has been identified as performing below standards by teachers. | Targeted reading and writing instruction.  
Pre-viewing texts.  
Standards based work and reassessments.  
Notes supplied online.  
Flipped classrooms provide video tutorials. | Small group and tutoring | After school - tutoring  
Lunch clubs |
|---|---|---|---|---|
| **Social Studies** | Did not earn credit for course in previous year.  
Was listed as Promotion in Doubt in the subject.  
Where applicable, did not pass regents exam.  
Has been identified as performing below standards by teachers. | Targeted reading and writing instruction.  
Pre-viewing texts.  
Standards based work and reassessments.  
Notes supplied online.  
Flipped classrooms provide video tutorials. | Small group and tutoring | After school - tutoring  
Lunch clubs |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | Recommended by staff to PPT. | Counseling groups.  
Sports teams and activities with counselor.  
Advisory lessons given by counselor | Group | Lunch groups  
Before school |
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   |  |  N/A |

2. Please describe the services you are planning to provide to the STH population.

   |  | N/A |

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   |  | We currently have no Students in Temporary Housing enrolled. |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   |  | |

In the event the status of any student changes, we work with the student and his/her family to determine the family's needs. The Parent Coordinator and/or Community Coordinator liaise with the family to insure the student has appropriate school supplies, clothing, food and transportation that allows for full participation and success in school.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

$2,077
## Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

### Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

### 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.

N/A

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).

N/A

### Part 3: TA Schools Only

3a. **Use of Program Resources**

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

N/A

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).

N/A
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.).

N/A

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.

N/A

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tbody>
<tr>
<td>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 School of Inquiry, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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</thead>
<tbody>
<tr>
<td>[School name] will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

### Parental Involvement and School Quality

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., ESSA/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 Every Student Succeeds 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;

---

**Encouraging School-Level Parental Involvement**

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

---

**School-Parent Compact (SPC)**

School-Parent Compact (SPC) Template

**Queens School of Inquiry**, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary Education Act (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: High Quality Curriculum

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 Every Student Succeeds Act.

### I. School Responsibilities: Supporting Home-School Relationships

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;
I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

II. School Responsibilities: Providing General Support to Parents
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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
● 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

### Part I: School ELL Profile

#### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>252</td>
</tr>
</tbody>
</table>

School Name: Queens School of Inquiry

#### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

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

#### 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>1</td>
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<tr>
<td>Certified bilingual teachers currently teaching in a bilingual program</td>
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<tr>
<td>Number of foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>0</td>
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<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
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<tr>
<td>Certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
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</tr>
<tr>
<td>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]</td>
<td>0</td>
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</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>552</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>27</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>4.89%</td>
</tr>
</tbody>
</table>

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
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This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
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<th>K</th>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   The assessments used in our school are the NYSITELL, and task performances in content areas. We use NYSITELL as well as authentic materials as baseline assessments for incoming students, and writing samples in their native languages, and exit slips. The data helps with student placement, in making instructional decisions. In addition, the data helps to inform differentiation and scaffolding practices in core classes.

2. What structures do you have in place to support this effort?
   We disseminate information weekly through grade team meeting, ENL teacher planning meetings, and core content teacher meetings.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
Summative assessments and baseline assessments we use at this time are: end of unit assessments, regents exams, ELA and Math state tests, the NYSESLAT, Scholastic Reading Inventory Reading Program.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   After all data is reviewed teachers collaboratively discuss what the students' strengths and area of improvement needs are. Teachers have allotted times in their schedules for student intervention. Then the students are serviced according to their needs in the block periods.

5. How does your school use 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.] As per our school structure (6-12) we provide Academic Intervention Services (AIS) for students who are identified based on data in need of extra support.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   After analyzing data on the RLAT by modality listening, speaking, reading, and writing) we discuss how to best support our students' language acquisition by scaffolding the lesson plan to meet the students' language needs. In addition, after analyzing each modality we discussed with the content teaching staff which modality needs the most support and which modality may need enrichment.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   The data specialist meets with administration, and a team of teachers to analyze and discuss data. Given that it is a small population of ELLs this is the structure we have set forth.

**Part IV: ELL Programming**

**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.
      Instructional minutes are delivered through integrated content area and ENL services simultaneously. The ELLs are placed in the same classes by grade as the rest of the school population. They're grouped in heterogeneous proficiency levels and they travel as a cohort from class to class. The students are pulled out by the ENL teacher to provide one-to-one instruction for learning reinforcement, and extended time during testing.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      In order to ensure that ELLs receive their full mandated unit of ENL and content area Instruction, our school strategically programs students schedule so that the ENL teacher time is maximized in the classroom, and engaged in student instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All 28 students at QSI are enrolled in the Free Standing ENL program. Common Core Language Standards and College Readiness Standards are implemented in all classes. All content is delivered in English and students are expected to use English in all classes with native language support materials, when possible. Student are in a supportive environment that share high expectations in performance aligned common core and college readiness goals. Multiple instructional strategies are used to assist students in meeting the standards. To make content more comprehensible the students are supported with instructional tools and scaffolds. For example, in order to for the students to meet the standards we provide strategic group work, explicit vocabulary teaching, modeling, audiovisuals, graphic organizers, individual dry erase boards and I Pad’s as translators.

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

All students are given periodic assessments throughout the year, and when needed students' native languages are used during writing prompts. If an ENL student is in the early stages of language acquisition, the ENL teacher works collaboratively with the content area teacher to ensure that writing assignment, oral responses, and class work is translated in the students' native language.

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

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

a. The SIFE students receive services from the ENL teacher daily which includes their mandated minutes per week. In addition they receive intensive literacy support, increase sheltered instruction, native language support, and introduction to basic skills and school activities, and community resources for their families. Differentiation instruction may include but it's not limited to, visuals of vocabulary, collaborative learning activities, hands-on learning, phonics, labeling the classroom, and role-playing, and modeling.

b. The Newcomer has stand-alone instruction as well as integrated instruction. Based on their NYSITELL scores differentiation may include teaching explicit vocabulary, audio and visual supports, listening skills, pre-reading exercises, graphic organizers, a bilingual dictionary, and phonics instruction.

c. The developing ELLs continue to practice multiple learning opportunities to reinforce key concepts and vocabulary. Provide background knowledge across content curriculum with continued native support. Differentiation can include delivering the content in "chunks" so they can continue building academic knowledge and reinforce language acquisition. In addition, all lessons also have a language objective in all content areas.

d. Differentiation instruction for long term ELLs may focus on intensive literacy development across curriculum, academic vocabulary development, study skills, metacognitive, and learning strategies.

e. Former ELLs receive 90 minutes of support a week which include testing accommodations, and translated support materials, with continued literacy support.

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

The instructional strategies are provided according to the IEP and discussed with the students' IEP manager. The instructional strategies and grade-level materials used to access content area: graphic organizers, questions are read aloud, audible literacy books with adaptations, and technology. To accelerate the English language development dictionaries and bilingual glossaries are made accessible to the student. Lessons are planned with students' language proficiency level in mind. In addition, flexible grouping is provided, that provide opportunities for social, linguistic, academic development. Also, a variety of assessments are
given that permit the student to display learning through different modalities of strength (oral, written, kinesthetic and auditory).

7. 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?
The ELLs with disabilities are allotted time in their schedule for one-to-one target intervention, separate location for extra testing time, and to work on project-base activities. The students are in general integrated classrooms with an ENL teacher, a support teacher, and the students IEP teacher along with the classroom content teacher to ensure their goals are met in the least restrictive environment. In determining the students’ IEP and ENL needs, the student and staff schedules are aligned to make co-planning and push-in possible. A program is put in place to accommodate all parties. This helps to support a full inclusion program without pull-out services. The ENL and IEP teachers have scheduled co-planning time with general education staff, grade level teams and departments.

8. 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.

In our school we have intervention periods during the school day for ELLs who are struggling in ELA, Math, Science and History which include small group support. Instruction that is taught in the classroom is reinforced and reviewed during this class period. The interventions target the core areas students are struggling with. Targeted support is also given in non-core classes 3 times a week for all students who scored below a 3 in the ELA and Math State Exams. The ENL teacher provides additional assistance during her office hours for Entering, Emerging and Transitioning ELLs.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Language Apps on the I pad are used for Entering and Emerging ELLs as well as SIFE and long term ELLs. High School ELL student's receive additional help in English class during Socratic Seminar which targets listening, speaking and reading. As part of the balanced literacy program, ELLs engage in shared, guided and independent reading and writing, and when appropriate parallel native language texts are purchased.

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

School Programs are all inclusive with flexibility of time and dates to accommodate all ELL students.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ENL teacher uses I Pad apps to help support word for word translations and visual supports to improve language acquisition. In addition, I Pads are available for home lending to support language acquisition to families outside the school day. Furthermore, classroom teachers use smart board technology, books on tape, graphic organizers and visual word walls. The ENL teacher pre teaches and front loads vocabulary, modifies lessons for Entering and Emerging ELLs. Castle Learning is an online study guide and assessment that prepares the students for science, math and English Regents. The ENL teacher uses the I Pad to record students' stories and track progress in speaking and listening and students use it to prepare for presentations.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Our program is a free standing ENL program and all 28 students are enrolled in the program. All content is taught in English using ENL methodology and native language support. The native language is delivered through books, dictionaries, glossaries, portable translators or native language teacher/student translation. Newcomers and beginners can respond to literature in their native language. Test can be ordered in the student's native language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Books/materials are both grade and age appropriate, as well as the content support that the student is receiving. The syllabus for every course has gone through an extensive accreditation process to ensure that all instructional materials in all content areas at all grade levels are age appropriate and aligned to CCLS.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Schedules are aligned to accommodate the shared spaces, so that the shared gym, auditorium, and lunchroom is used by one school at a time. ELLs use these facilities at their scheduled times.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   All students participate in orientation. This is organized by MS and HS counselors, parent coordinator, Community Coordinator, Assistant principal and Principal. When a new ENL student arrives they are matched with a grade peer who helps them navigate the school environment. Whenever possible a native speaker is chosen.

17. What language electives are offered to ELLs?
   Middle school students are offered Spanish. High school students are offered Spanish and French.

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

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   The ENL teachers are given time to participate in UFT/DOE sponsored online webinars and workshops. In addition, they are encouraged to seek out any PD of interest that would add to their practice. In addition, the ENL teachers are currently attended the Socratic Seminar for ELLs, and will be attending the SIFE seminar workshop for ELLs in the future.

2. 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 ENL teachers are given time to participate in UFT/DOE sponsored online Webinar and workshops. One of the ENL teachers is CTLE certified and will be providing PD to our staff in order for them to fulfill their 15% CTLE hours as per CR part 154.2. An attendance sheet will be provided for signing in and out of PD.
### Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
   
   The ENL teacher uses parent contact time every Tuesday to reach out to ENL parents to discuss progress and areas of concern, as well as having meetings with parents during their prep periods. We plan on holding parent workshops. Translators are used as needed.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   
   ELL parents are encouraged to be part of the Queens School of Inquiry family and participate in PTA, school activities, such as sports/clubs and PTA sponsored events like the International Dinner.

### Additional Information

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

**Paste response here:** During lunch the MS ENL teacher holds a voluntary "Reader's Theatre" club for the ELL students in order to enhance their reading skills as well as intonation and pronunciation in a non threatening environment.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Meredith Inbal, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Parent Coordinator</td>
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<tr>
<td>ENL/Bilingual Teacher</td>
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<td>Superintendent</td>
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<tr>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>rosie</td>
<td>Moyano</td>
<td>Parent Coordinator</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tr>
<td>Currently we have 27 ELLs and 551 students. The languages spoken as identified through the previously stated methods are: Spanish, Chinese, Russian, Farsi, Bengali, Arabic, Filipino, Urdu, Pashto, Mandarin, and Punjabi. Written and oral translations are provided by the DOE website.</td>
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<tr>
<td>English, Chinese, Spanish, Arabic, Urdu, Pashto</td>
<td>English, Chinese, Spanish, Arabic, Urdu, Pashto</td>
<td>English, Chinese, Spanish, Arabic, Urdu, Pashto</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu). If this is not applicable to your school please write N/A.

<table>
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<tr>
<th>Language</th>
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<tbody>
<tr>
<td>English</td>
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</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use the services of our parent coordinator, bilingual staff and parent volunteers. We translate report cards, progress reports, field trip notices, fliers, consent forms, Chancellors Regulations opening letter, Respect for All, Medicaid and parent brochures. The ENL teacher translates student work, ELL service entitlement letter, NYSESLAT tests results, and continuation of services letters. The parent coordinator translates standard Community Guide for parents and the yearly supply list. Action Guide for Parents of Immigrant Children. In addition, we use translation and interpretation services available via phone.</td>
<td></td>
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<tr>
<td>September 2017</td>
<td>All DOE ELL compliance letters are provided in the home languages. We use Google translate to translate student work.</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
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</table>

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

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use over-the-phone interpretation service, a staff member or a parent if available who speaks the home language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff members receive a copy of the Chancellors Regulations in their PD folder on the first day of school for teachers.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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