2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 29Q289
School Name: QUEENS UNITED MIDDLE SCHOOL
Principal: TOSHALYN FRANCIS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens United Middle School 289

School Number (DBN): 29Q289

BEDS Code: 34290010289

Grades Served: 6-8

School Address: 229-02 137th Avenue, Laurelton, NY 11413

Phone Number: 718-723-3501

Fax: 718-723-3507

School Contact Person: Kathleen Murphy

Email Address: kmurphy3@schools.nyc.gov

Principal: Tosha-Lyn Francis

UFT Chapter Leader: Michelle Rand

Parents’ Association President: Pauline Nimmons

SLT Chairperson: Tosha-Lyn Francis

Title I Parent Representative (or Parent Advisory Council Chairperson): Denise Haughton

Student Representative(s): SGAofficer

SGAofficer

CBO Representative: Chanae Woodyard

District Information

Geographical District: 29

Superintendent: Beverley Mitchell

District 29 Office @ PS 35

90-11 191 Street, RM 122
Hollis, NY 11423

(718)217-7740 Ext 1223

bmitche2@schools.nyc.gov

Phone Number: 718 264 3146

Fax: 718 264 3148
Field Support Center (FSC)

Queens South

Executive Director: Marlene Wilks

Executive Director’s Office Address: 82-01 Rockaway Blvd, Ozone Park, NY 11416

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

Phone Number: 917-520-6743

Fax: 7187233507
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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<tbody>
<tr>
<td>Tosh-Lyn Francis</td>
<td>*principal or Designee</td>
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<tr>
<td>Michelle Rand</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Pauline Nimmons</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Mario Jean-Louis</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Denise Haughton</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>TBA</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>TBA</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>Francoise Neptune</td>
<td>Member/Parent</td>
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<tr>
<td>Parent</td>
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<td>Andrew Conforte</td>
<td>UFT</td>
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<tr>
<td>Chanae Woodyard</td>
<td>CBO Representative, SONYC</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>Kara Stevens</td>
<td>CSA</td>
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<td>Parent</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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
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<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
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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**

1. What is your school’s mission statement?

| The mission of QUMS is to provide a safe, vibrant environment for authentic, rigorous learning of the highest quality that provides extraordinary experiences in the disciplines of science, technology, engineering, arts, and mathematics (STEAM) and nurtures a spirit of excellence in all of our middle school scholars as they prepare for high school, college, and careers. |
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.

Queens United Middle School (QUMS) is a middle school in the Laurelton neighborhood in District 29. We are co-located with 29Q156 (a Pre-K through 5th grade school). The school was founded in 2013 with the intention to educate our scholars through a holistic approach of academic, social, and emotional support. It remains our goal to become a learning community consisting of three core pillars: critical thinking, civic responsibility, and high school, college and career readiness. In the past, QUMS partnered with organizations such as Turnaround for Children, Expanded Ed Schools, and MSQI (Middle School Quality Initiative).

At present, QUMS engages in the following partnerships:

- **The Child Center of New York**—provides School's Out New York City (SONYC), an expanded school day program which includes Common Core-aligned curricula with a focus on literacy, citizenship, and enrichment electives.
- **Counseling In Schools**—provides a drama therapist who works with assigned students twice per week.
- **100 Schools Project**—provides resources to students and families coping with trauma, disruptive life events (i.e. homelessness), and other significant issues.
- **Long Island University- Post**—provides guidance counseling interns who work with assigned scholars 4-5 days per week.

As of July 2018, QUMS has a new principal. Together, we will work hard to meet and exceed expectations in four major areas at QUMS: 1) student achievement, especially in mathematics; 2) positive student culture; 3) parent and family engagement; and 4) student enrollment.

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

- 17% of our scholars have Individualized Educational Plans (IEPs).
- 7% of our scholars work in a Special Education self-contained setting.
- 1% of our scholars are English language learners (ELLs).
- 85% of our scholars enter our school below grade level and in need of intensive support in mathematics and English language arts (ELA).

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.

We have demonstrated some progress in student literacy rates over the past five years as we have increased our proficiency by nearly 3% per year. We have also moved over 50% of our scholars from level one to level two in ELA.

Key areas of focus for SY 2018-2019 are:

- Establishing a consistently safe, orderly, and intellectually engaging environment for every learner.
- Analyzing, assessing, and adjusting our instructional practices to ensure that we are providing Rigorous Instruction that directly results in substantial and substantive Student Achievement. Although our 2017 Framework for Great Schools score for Rigorous Instruction is 4.03, our score for Student Achievement is 1.54.
- Building **Strong Family-Community Ties** and solidifying **Trust** among all stakeholders by re-establishing a vibrant PA/PTA.
- Promoting our growth and successful outcomes to all stakeholders in our school community, as well as families and students at area elementary schools.
### School Demographics and Accountability Snapshot for 29Q289

#### School Configuration (2018-19)
- **Grade Configuration**: 06,07,08
- **Total Enrollment (2017-18)**: 204
- **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)**: 20
- **# SETSS (ELA)**: 18
- **# Integrated Collaborative Teaching (ELA)**: 26
- **# Special Classes (Math)**: 20
- **# SETSS (Math)**: 11
- **# Integrated Collaborative Teaching (Math)**: 26

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 7
- **# Music**: N/A
- **# Drama**: N/A
- **# Foreign Language**: N/A
- **# Dance**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 75.0%
- **% Attendance Rate**: 92.9%
- **% Free Lunch**: 66.2%
- **% Reduced Lunch**: 7.4%
- **% Limited English Proficient**: 2.5%
- **% Students with Disabilities**: 18.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 4.4%
- **% Black or African American**: 88.2%
- **% Hispanic or Latino**: 1.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.0%
- **% White**: 1.0%
- **% Multi-Racial**: 4.9%

#### Personnel (2015-16)
- **Years Principal Assigned to School**: 0.25
- **# of Assistant Principals**: 0
- **% of Teachers with No Valid Teaching Certificate**: 11%
- **% Teaching Out of Certification**: 22%
- **% Teaching with Fewer Than 3 Years of Experience**: 61%
- **Average Teacher Absences**: 6.8

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 26.4%
- **Mathematics Performance at levels 3 & 4**: 9.9%
- **Science Performance at levels 3 & 4**: 24%

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

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

#### 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**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: YES
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: NO

- **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**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: NO
  - **Asian or Native Hawaiian/Other Pacific Islander**: NO
  - **Multi-Racial**: NO
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Hispanic or Latino**: N/A
  - **White**: N/A
  - **Students with Disabilities**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: NO
  - **Asian or Native Hawaiian/Other Pacific Islander**: NO
  - **Multi-Racial**: NO
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: NO

#### 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**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: 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**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: 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**: NO
  - **Economically Disadvantaged**: NO
  - **Black or African American**: N/A
  - **Asian or Native Hawaiian/Other Pacific Islander**: N/A
  - **Multi-Racial**: N/A
  - **Limited English Proficient**: N/A
  - **ALL STUDENTS**: N/A
### Section 5: Needs Assessment, Annual Goals, and Action Plans

#### Section 5A – Framework for Great Schools Element – Rigorous Instruction:

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

#### Part 1 – Needs Assessment

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<td><strong>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.</strong></td>
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<tr>
<td><strong>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</strong></td>
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<tr>
<td><strong>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.</strong></td>
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1. **Strengths:**

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

- **Degree of Reading Power:** It was cited from the Degree of Reading Power that over 75% of scholars showed growth in literacy.

- It was cited in the 2016 Framework for Great Schools Report that the school's Rigorous Instruction score was 3.57. In the 2017 Framework for Great Schools Report, the school's Rigorous Instruction score was 4.03.

2. **Needs:**

We need to raise student achievement in mathematics and English language arts to levels that positively correlate with the perception of Rigorous Instruction as reported by the Framework for Great Schools survey. According to the School Quality Guide, there have been modest gains in student achievement in ELA from SY 2015-2016 to SY 2016-2017. However, the overwhelming majority of scholars are not demonstrating the ability to read, write, and compute on grade level, which is an essential prerequisite for success in high school and beyond. According to the School Performance Dashboard, the percentage of QUMS students at Level 3 or 4 in math has declined from 15% in 2014 to 10% in both 2015 and 2016 to 7% in 2017. The percentage of QUMS students at Level 3 or 4 in ELA went from 17% in 2014 to 14% in 2015 to 19% in 2016 to 22% in 2017.

Considered from a different perspective, the 2017 New York State testing data show that 93% of QUMS students are below grade level in math and 78% of QUMS students are below grade level in ELA. To date, complete New York State testing data for 2018 are unavailable.

#### Part 2 – Annual Goal

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<td><strong>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</strong></td>
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2018-19 CEP
priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 100% of QUMS students will meet or exceed their individualized targets in English language arts and mathematics as measured by the iReady adaptive online benchmark assessments taken at least three times during the school year.
### 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:

- 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).

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<tr>
<th>Activities/Strategy:</th>
<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>
</table>
| **Curricular and Instructional Support for Math Teachers** | Math Teachers | Sept 4, 2018- June 25, 2019 | • Math Teachers  
• Assistant Principal  
• Principal |
| • Selection and implementation of CMP3, a rigorous, evidence-based mathematics curriculum. *Ready Math* is the companion curriculum to the *iReady* online program mandated by District 29 to improvement student achievement in math across the district.  
• Teacher development of UbD-style curriculum maps that align with the NYSED scope and sequence for mathematics.  
• Teacher development of rigorous performance tasks that integrate and effectively assess students' conceptual understanding and procedural knowledge in math.  
• Collaboration in weekly department team meetings using the Data Wise Improvement Process to examine data to develop and implement action plans to effectively address problems of instructional practice related to learner-centered problems. | | | |
| **Curricular and Instructional Support for Humanities Teachers** | Humanities Teachers | Sept 4, 2018- June 25, 2019 | • Humanities Teachers  
• Assistant Principal  
• Principal |
| • Full implementation of *Expeditionary Learning* for ELA instruction and *Passport to Social Studies* for SS instruction.  
• Teacher development of UbD-style interdisciplinary humanities curriculum maps that highlight authentic connections between | | | |
Teacher development of rigorous performance tasks that integrate and effectively assess students' knowledge and skills in reading, writing, speaking, listening, and researching.

Collaboration in weekly department team meetings using the Data Wise Improvement Process to examine data to develop and implement action plans to effectively address problems of instructional practice related to learner-centered problems.

### Activities/Strategy:

**School-wide implementation of iReady online program**

- School-wide diagnostic assessment of all students in September to determine individual needs in math and ELA.
- Collaboration between families and teachers on development of individualized study and tutoring plans for all students powered by the iReady platform.
- Monthly monitoring of student progress and achievement during cabinet meetings and SLT meetings.
- Benchmark assessments in December, March, and June. Results will be shared with parents & families during parent conferences and in progress reports. (Students' iReady assessment results will not be graded.)

**School-wide implementation of Imagine Learning online program**

- A research-based online tool to support all QUMS scholars who are acquiring English as a new language.

<table>
<thead>
<tr>
<th>Activities/Strategy:</th>
<th>All 6th-8th grade students</th>
<th>Sept 12-14, 2018-Diagnostic period</th>
<th>Sept 12-14, 2018-Diagnostic period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All 6th-8th grade ELL students</strong></td>
<td></td>
<td>December, March, and June- iReady assessment periods</td>
<td>Differentiated through June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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.

**QUMS will engage families by doing the following:**

- Students
- Teachers
- Testing Coordinator
- Assistant Principal
- Principal
- Principal's Cabinet
- SLT

ELL Students
- ENL Teacher
- All Teachers
- Testing Coordinator
- Assistant Principal
- Principal
• Hosting a "Welcome Back to School Night" in September to:
  o Share family-friendly curriculum calendars of units across disciplines.
  o Discuss differentiated plans for each student. (Plans will be sent home prior to the event.)
  o Demonstrate the iReady online program to families.
  o Register and train families on using PupilPath to monitor student progress and communicate with teachers.
• Addressing family questions and concerns about instruction and learning at SLT and PTA meetings.
• Sending families timely progress reports.
• Providing family workshops and resources on study habits and highly effective habits of successful students.

The key personnel responsible for implementation and oversight include Parent Coordinator, PTA Officers, Homeroom Teachers, Testing Coordinator, Guidance Counselor, Assistant Principal, and Principal. We will review each component of this plan at our monthly SLT meetings through June 2019.

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. |
| Resources that will help us to achieve our goal include the following: |
| • Investment in the iReady online program. |
| • Investment in repairing laptops damaged during SY 2017-2018. |
| • Optimization of current laptop carts to accommodate all students. |
| • School- and district-created resources for families. |
| • Subject-area teachers as initial point people for administering assessments and fielding family communication. |
| • Weekly scheduled department teacher team meetings. |
| • Investment in Ready Math, Expeditionary Learning, and Passport to Social Studies curricula. |

<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><strong>Tax Levy</strong></td>
</tr>
<tr>
<td><strong>C4E</strong></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. |
| During the January 2019 SLT meeting, the SLT will examine the data at that point to determine the school’s progress toward achieving our goal. |

| Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.) |
| iReady data on students’ reading and math levels from September through December 2018 will be used to assess progress. |

| 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>
<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>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

1. Strength:

In the past, the school has invested time and resources to provide professional development to address the social/emotional needs of the students through partners such as Turnaround for Children.

2. Need:

Bullying and related safety concerns negatively impact the school's culture in significant ways. According to the 2017-2018 School Quality Guide:

- 31% of QUMS scholars said that "students rarely or never harass, bully, or intimidate other students at their school."
- 40% of QUMS scholars said that "students behave well even when the teacher isn't watching."
- 50% of QUMS teachers said that "students behave well even when the teacher isn't watching."

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, at least 60% of QUMS scholars will express that harassment, bullying, and intimidation rarely or never occur at QUMS, as measured by the 2018-2019 New York City School Survey.</td>
</tr>
</tbody>
</table>
### 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)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Scholars, Teachers, Families</td>
<td>September-October 2018</td>
<td>Boxing Out Bullying (or similar SEL provider) Presenters</td>
</tr>
</tbody>
</table>

#### Setting the Tone for the Year

- School-wide assembly program by Box Out Bullying or similar Social-Emotional Learning (SEL) provider to help students, staff, and families to clear define and identify bullying, understand why it is a problem for all involved, and learn strategies for addressing and avoiding such behavior.
- Team-building trip for each grade to build trust, interdependence, and genuine respect among scholars and between scholars and staff.
- Implementing a SEL curriculum (such as The 7 Habits of Highly Effective Teens) that focuses on teaching scholars to be proactive, self-aware, and empathetic.

#### Building Positive School Culture

- Weekly scheduled academy meetings to address grade issues, plan and implement team-building events, and celebrate successes.
- Implement an active Student Body Government as a channel for students to directly improve the school's culture through service projects, social activities, and student representation on the SLT.
- Regularly scheduled "Teen Talk" sessions for students to discuss social-emotional issues in a safe, affirming setting.
Activities/Strategy:

Swift & Decisive Responses to Bullying

- Strategic responses to negative student interactions that approach and cross lines of appropriateness (i.e. one-on-one conferences with staff and administration; restorative justice peer conferences.)
- Timely communication with families regarding any concerning behavior and working closely with families to address problematic behavior.
- Clear and consistent consequences and restoration aligned with NYC DOE Citywide Behavioral Expectations to Support Student Learning

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.

QUMS will engage families by doing the following:

- Inviting families to Box Out Bullying (or similar SEL provider) assembly programs.
- Providing every family with resources on emotional intelligence and highly effective habits of successful students, activity packets, and other related materials that accompany the Box Out Bullying (or similar SEL provider) curriculum.
- Encouraging families to immediately report any bullying, cyber-bullying, threats, negative interactions, or any other safety issues to the Parent Coordinator, Deans, Guidance Counselor, any Teacher, or any SONYC worker via any communication channel convenient for the family (i.e. email, phone, written notes, in-person visit.)
- Addressing family questions and concerns about school culture and safety at SLT and PTA meetings.
- Contacting families in a timely matter regarding specific issues involving their children.

The key personnel responsible for implementation and oversight include Parent Coordinator, Deans, PTA Officers, Teachers, SONYC team members, Guidance Counselor, Assistant Principal, and Principal. We will review each component of this plan at our monthly SLT meetings through June 2019.

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.

Resources that will help us to achieve our goal include the following:

- Partnership with SONYC and The Child Center of New York.
- Partnership with Box Out Bullying (or similar SEL provider).
- Grade-wide team-building trip in September or October 2018.
- School- and district-created resources for families.
• Weekly scheduled academy meetings for each grade.
• Investment in student-initiated service projects and social activities.
• Related professional development for faculty and staff.

<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>
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Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the January 2019 SLT meeting, the SLT will examine the data from OORS, Engrade anecdotal reports, and the QUMS in-house referral system at that point to determine the school's progress toward achieving our goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
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<tbody>
<tr>
<td>OORS Report data and the Supportive Environment section of the 2018-2019 New York City School Survey for students will be used to assess progress.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</th>
</tr>
</thead>
</table>
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.

1. Strength:

According to the 2017-2018 School Quality Guide, QUMS outpaces the District and City in the area of "Collaborative Teachers" with a score of 4.33. For example:

- 100% of faculty say that "they talk with one another about instruction."
- 94% of faculty say that at QUMS "teachers make a conscious effort to coordinate their teaching with instruction at other grade levels."

2. Need:

Having achieved such a high level of faculty commitment to collaboration, QUMS has an opportunity to leverage Teacher Collaboration to directly increase Student Achievement.

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—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, 100% of teachers will work in department teams through the Data Wise Improvement Process to use data to drive instructional and curricular decisions as evidenced in vertically aligned curriculum maps and in teacher-created and implemented plans to solve at least one learner centered problem per grade.
### 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>
</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). |

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

#### Activities/Strategy: Organize for Collaborative Work & Build Data Literacy

- Weekly scheduled department and grade meetings during the school day.  
- Schedule common preparation periods to facilitate regular opportunities for informal teacher collaboration.  
- Professional development on effectively connecting data to teaching and learning.  
- Professional development on the Data Wise Improvement Process.

- Teachers

- September-October 2018  
- Fortnightly check-ins during Monday professional development sessions.

- Teachers  
- Assistant Principal  
- Principal

#### Activities/Strategy: Analyze Student Data & Examine Instruction

- Teams will analyze student data to identify a wide spread learner-centered problem that impacts a significant amount of students.  
- Together, teams will examine their instruction through student work analysis protocols, inter-visitation, and coaching conversations to identify problems of practice that may relate to the target learner-centered problem.

- Teachers

- October-November 2018

- Teachers

#### Activities/Strategy: Develop, Articulate, Implement, and Assess Team Action Plans

- Teams will develop a complete action plan to address the selected problem of practice, including protocols for assessing progress and measuring the success of their action plan.

- Teachers

- November-December 2018

- Teachers
• Teams will present their plans to the rest of the faculty for feedback during a faculty professional development session.
• Teams will communicate with administration regarding any support necessary to successfully implement their action plan.

Activities/Strategy:

Just Do It

• Teams will implement their plans and track student data as evidence of student achievement and/or further work to be done.

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<tbody>
<tr>
<td></td>
<td>Students</td>
<td>November 2018-June 2019</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
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</tbody>
</table>

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.

QUMS will engage families by doing the following:

• Polling families about specific learning challenges they observe in their children.
• Providing every family with resources related to the data-driven plans developed by the teacher teams.
• Addressing family questions and concerns about teacher team plans and student learning at SLT and PTA meetings.
• Contacting families in a timely matter regarding academic growth and further needs involving their children.

The key personnel responsible for implementation and oversight include Teachers, Assistant Principal, and Principal. We will review each component of this plan fortnightly during Monday professional development sessions and at our monthly SLT meetings through June 2019.

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.

Resources that will help us to achieve our goal include the following:

• Weekly scheduled teacher meetings during the school day.
• Related professional development for faculty and staff.
• School-created resources for families.

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

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

Part 5 – Progress Monitoring

2018-19 CEP
### 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 30, 2019, teacher teams will create shared documents on Google Drive that include:

- Documentation of their planning process.
- A complete plan to address their identified learner-centered problem and problem of practice.
- An implementation calendar for their team’s plan.
- Data on related student progress through January 2019.

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

Student assessment data related to the learner-centered problem that demonstrates growth since the plan was implemented will be used to assess progress.

### 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.

1. Strength:

QUMS has a new school leader as of July 2018 who will provide structure and implement effective systems that will promote substantive and substantial student achievement.

2. Needs:

QUMS needs systems to address the following key areas of need for SY 2018-2019:

- Establishing a consistently safe, orderly, and intellectually engaging environment for every scholar.
- Analyzing, assessing, and adjusting our instructional practices to ensure that we are providing Rigorous Instruction that directly results in substantial and substantive Student Achievement. Although our 2017 Framework for Great Schools score for Rigorous Instruction is 4.03, our score for Student Achievement is 1.54.
- Building Strong Family-Community Ties and solidifying Trust among all stakeholders by re-establishing a vibrant PA/PTA.
- Promoting our growth and successful outcomes to all stakeholders in our school community, as well as families and students at area elementary schools in order to increase enrollment.

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.

Through a regular cycle of observations, feedback, and targeted professional development on research-based strategies around designing rigorous & coherent instruction, creating a respectful environment of academic excellence, and engaging students intellectually, 100% of teachers will earn Effective or Highly Effective ratings in components 1E-Designing Coherent Instruction, 2A-Creating an Environment Respect and Rapport, and 3C-Engaging Students In Learning, as measured by the Danielson Framework for Teaching Rubric by June 2019.
### 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:

- 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/Strategy:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensive Observation &amp; Feedback Cycle</strong></td>
<td>Teachers</td>
<td>- September 2018: Initial Planning Conferences</td>
<td></td>
</tr>
<tr>
<td>Administrators will engage all teachers in a consistent cycle of formal and informal observations followed by professional conversations and timely, actionable feedback.</td>
<td>- September 2018- June 2019</td>
<td>- Teachers</td>
<td></td>
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<tr>
<td>- Teachers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Assistant principal</td>
<td></td>
<td></td>
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<tr>
<td>- Principal</td>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Professional Development</strong></td>
<td>Teachers</td>
<td>- September 2018- June 2019: every Monday</td>
<td></td>
</tr>
<tr>
<td>Administrators will model effective instructional leadership by providing differentiated professional development opportunities based on the following:</td>
<td>- Chancellor's Professional Development Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Needs that surface during administrators' observation &amp; feedback cycles.</td>
<td>- Scheduled as needed</td>
<td>- Teachers</td>
<td></td>
</tr>
<tr>
<td>- Needs that surface from student data.</td>
<td>- Teachers</td>
<td></td>
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<tr>
<td>- Teachers' reflections on their practice.</td>
<td>- Assistant principal</td>
<td></td>
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<tr>
<td>- Teachers' interests and requests.</td>
<td>- Principal</td>
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</table>

#### 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.

**QUMS will engage families by doing the following:**

- Making the professional development calendar and topics list public.
• Providing every family with resources related to supporting their children at home in areas related to the teachers' professional development training.
• Addressing family questions and concerns about the connections between professional development and student learning at SLT and PTA meetings.
• Receiving feedback from families regarding the "home perspective" on the degree to which professional development instruction is being implemented on the student level.

The key personnel responsible for implementation and oversight include the SLT membership, PA/PTA Leadership, Assistant Principal, and Principal. We will review each component of this plan at our monthly SLT meetings through June 2019.

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.

- Investment in high-quality staff development from local providers (i.e. within QUMS, from District 29, and from the FSC.)
- Investment in books and resources for teachers and families.
- Investment in at least one renowned expert in a high-need/high-leverage area of instructional practice.

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>X</th>
<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
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<tr>
<td></td>
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<td></td>
<td>21st Century Grant</td>
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<td>PTA Funded</td>
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</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 28, 2019, QUMS administration would have completed at least 2/3 of the observation reports for all teachers in Advance.

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

The NYC DOE Advance Web Application and the Danielson Framework for Teaching Rubric.

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 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

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.

1. Strengths:

Parents expressed the following views in the 2017-2018 Framework for Great Schools Survey:

- "81% of families say that school staff regularly communicate with them about how families can help their child learn."
- "96% of families say that their school communicates with them in a language and in a way that they can understand."

2. Needs:

As of March 2018, the PTA and SLT of QUMS ceased to meet and remained inactive for the rest of SY 2017-2018. Therefore, in September 2018 the President’s Club for District 29 will hold expedited PTA/PA elections to re-establish parent leadership and partnership at QUMS.

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, our school will improve communication channels with families and the community through various media resulting in a 50% increase (over SY 2017-2018) of family attendance at each school event and the presence of at least 5 stakeholders who do not have students at QUMS (i.e. potential families, business owners, etc) as measured by sign-in sheets from each event.
### 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>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</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). | Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |

| Activities/Strategy:  
Establishing and Strengthening Communication Channels |  
- Updated dynamic school website to share general information about the school and specific information about events, activities, and other important information. Site will be maintained by scholars & staff.  
- PupilPath/Skedula by IO Education to report academic progress, scholar attendance, and scholar behavior to families via email, text message, and parent log in to the site.  
- SchoolCNXT messenger system to communicate with families throughout District 29 via telephone blasts and text message.  
- Translation Services provided by the NYC DOE to communicate with families in their home language. | Families of Current Scholars  
Families of Potential Scholars | September 20, 2018 - Roll out communication channels |  
- Parent Coordinator  
- Teachers  
- Students  
- Administration |
| Activities/Strategy: | Families of Current Scholars | May 2019 | Art Teacher  
| Hosting a STEAM Conference | Families of Potential Scholars |  
| Scholars present, demonstrate, and discuss innovation in the areas of science, technology, engineering, art, and mathematics. | Neighboring Business Owners |  
| | Local Community Leaders |  
| | May 2019  
| Families of Current Scholars | Initial presentations at the QUMS STEAM conference. | Science Teachers  
| Families of Potential Scholars | June 2019-Science Fair with neighboring middle schools. | Teachers  
| Neighboring Business Owners |  
| Local Community Leaders |  
| | May 2019-Science Fair with neighboring middle schools: | Students  
| | o I.S. 59/Springfield Gardens | PTA/PA  
| | o Collaborative Arts Middle School | Administration  
| | o Community Voices Middle School |  
| | |  
| | |  
| Hosting a Science Fair with Neighboring Middle Schools | Families of Potential Scholars |  
| District 29 middle schools in the immediate area will join QUMS to display rigorous science projects in a congenial competition for first, second, and third place honors in various categories. | Neighboring Business Owners |  
| | Local Community Leaders |  
| | May 2019-Science Fair with neighboring middle schools: | Teachers  
| | o I.S. 59/Springfield Gardens | Students  
| | o Collaborative Arts Middle School | Families  
| | o Community Voices Middle School | PTA/PA  
| | |  
| | |  
| Hosting Student-Led Parent-Teacher Conferences | Families of Potential Scholars |  
| Scholars will facilitate Parent-Teacher conferences during which scholars: | Neighboring Business Owners |  
| • Deliver a reflective presentation about what they are learning and self-identified areas of success & struggle. | Local Community Leaders |  
| • Solicit feedback and advice from teachers and parents about their next steps. | |  
| | |  
| 3b – Parent and Family Engagement | | |  
| 2018-19 CEP | | |  
| 30 | | |
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- The Child Center of NY (providers of SONYC)
- ExpandEd Schools

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.

QUMS investments in the following:

- PupilPath/Skedula by IO Education.
- Professional website design and training for students and staff.
- Materials for STEAM and science fair performance tasks and projects.
- Per session for after school STEAM activities.
- Resources for families on how to get the most out of conferences with teachers.

Active participation in grants acquired by District 29 such as:

- Future Arts Initiative
- School CNXT

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></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
<td></td>
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</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.

By January 31, 2019, 95% of our parents will have registered an account on PupilPath and at least 50 families would have attended the November 2018 Parent-Teacher Conference. Feedback to the SLT from parents, teachers, and students will also be discussed at the January 2019 SLT meeting.

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

- Family attendance sign-in sheets.
- PupilPath/Skedula data reports on family usage.

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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)                | • Scholars who tested at 2.25 or lower on the 2018NYS ELA Test.                         | • iReady online adaptive instruction and assessment tool.                      | • Small group, pairs, or one-to-one conferencing                              | • During the day  

| Mathematics                                | • Scholars who tested at 2.25 or lower on the 2018NYS Math Test.                       | • iReady online adaptive instruction and assessment tool.                      | • Small group, pairs, or one-to-one conferencing                              | • During the day  

| Science                                    | Scholars who earn a grade of 70 or below                                             | • Differentiated performance tasks for                                          | • Small group, pairs, or one-to-one conferencing                              | • During the day  

2018-19 CEP
<table>
<thead>
<tr>
<th>Subject</th>
<th>Eligibility</th>
<th>Interventions</th>
<th>Whose Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Students who earn a grade of 75 or below in Science for the 1st marking period.</td>
<td>Tutoring, conferencing, and additional support.</td>
<td>After school tutoring at least one day weekly</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Scholars who earn a grade of 75 or below in Humanities for the 1st marking period.</td>
<td>iReady online adaptive instruction and assessment tool. Differentiated performance tasks for student development and practice of essentials skills.</td>
<td>During the day After school tutoring 2 days weekly</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referrals by teacher, custodial family member, and/or student himself/herself of behavioral or social/emotional concerns</td>
<td>Participation in school-wide Tier 1 supports. Tier 2 &amp; Tier 3 supports widely available through SEL partners. Mandated and non-mandated Counseling sessions (small group or one-to-one)</td>
<td>During the day Outside resources available to families as needed.</td>
</tr>
</tbody>
</table>
## 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.)

2. Please describe the services you are planning to provide to the STH population.
   - At risk counseling support as requested/referred
   - School uniforms
   - Instructional supplies
   - Personal hygiene supplies
   - Free participation on school trips

### 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).

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

N/A
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

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Recruitment of highly qualified staff through:

- New teacher Finder
- Teach for America, New Visions, NYC Teaching Fellows, and other alternative preparation programs.
- Partnerships with highly-regarded education departments at colleges and universities such as Hunter, Teachers College Columbia, and Queens College.

Retention and support of highly qualified teachers through the QUMS administration's consistent cycle of formal and informal observations followed by professional conversations and timely, actionable feedback. Using the data gathered throughout the cycle, the QUMS administration will provide differentiated professional development opportunities based on the following:

- Needs that surface during administrators’ observation & feedback cycles.
- Needs that surface from student data.
- Teachers’ reflections on their practice.
- Teachers’ interests and requests.

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).

Differentiated professional development opportunities based on the following:

- Needs that surface during administrators’ observation & feedback cycles.
- Needs that surface from student data.
- Teachers’ reflections on their practice.
- Teachers' interests and requests.

Part 3: TA Schools Only
# Use of Program Resources

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

| N/A |

# 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.

Teacher teamwork through the Data Wise Improvement Process; teacher input in professional conversations with administration and colleagues; teacher participation MOSL selection; teacher participation on the SLT.

### 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\(^1\). 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\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</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</th>
</tr>
</thead>
</table>
### Schoolwide pool.

(Refer to Galaxy for school allocation amounts)

<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th><img src="X" alt="" /></th>
<th><img src="5A" alt="" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td><img src="X" alt="" /></td>
<td>![5A and 5E]</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td><img src="X" alt="" /></td>
<td>![5A and 5E]</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td><img src="X" alt="" /></td>
<td>![5A and 5E]</td>
</tr>
</tbody>
</table>

### Explanation/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 as 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, the school may consider alternative strategies to meet the intent of this provision.
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.

---

### Parent and Family Engagement Policy

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Queens United Middle School, in compliance with the Section 1118 of Title I, Part A of the 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.

### Support for Parents and Family Members of Title I Students

Queens United Middle School will support parents and families of Title I students by doing the following:

- 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.
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, Progress 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 (ESSA).
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- Translate all critical school documents and provide interpretation during meetings and events as needed.
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- Holding an annual Title I Parent Curriculum Conference.
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee.
- Supporting or hosting Family Day events.
- Establishing a Parent Resource Center/Area or lending library with 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.
- Maintaining a current school website designed to keep parents informed about school activities.
- Providing timely information on Engrade regarding student progress.

School-Parent Compact (SPC)
Queens United Middle School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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 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 (ESSA);

### 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;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### 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;

### I. 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 will 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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

2. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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

3. 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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>29</td>
<td>Queens</td>
<td>289</td>
</tr>
</tbody>
</table>

School Name: Queens United Middle School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Roder</td>
<td>Kara Stevens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>type here</td>
<td>Harriet Humphrey</td>
<td>Melissa Gendler</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher</th>
<th>Parent</th>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Conforte/ELA</td>
<td>Natasha McGhie</td>
<td>Pat Harris</td>
<td>Laurie Shuster</td>
<td>Marlene Wilks</td>
</tr>
</tbody>
</table>

Superintendent: Beverly Mitchell

Other (Name and Title): type here

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>3</td>
<td>1.42%</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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

Check all that apply:

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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.

### 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?

   Fountas and Pinnell is used to assess our schools early literacy skills with our ELL’s. We have implemented a push-in model where students are supported in the classroom with supplementary information, pictures, and vocabulary to assist them in following and learning the curriculum. Through the utilization of ongoing research and data analysis, the focus will be to implement individualized and differentiated instruction. The emphasis for the 2017-2018 year will be the efficient infusion of technological utilization on the collection and disaggregating of data to inform instructional decisions with a focus on literacy. Instructional planning is guided through data captured from formative assessments and Imagine Learning progress monitoring reports.

2. What structures do you have in place to support this effort?

   Our school follows a data and curriculum calendar that informs instruction throughout the year. Through both formal and informal observations teaching practice is monitored closely to ensure instruction is informed by assessments.
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?

The evaluation of the success of our ELL program meeting AYP is based upon the results of the NYSESLAT. All four modalities are individually examined to review growth and how we can address the needs of our ELLs. It is during this meeting where we determine summer school enrollment and possible ELAND review. Letters are sent to the parents as to their children's proficiency level and their continuation or non-continuation in the ESL program. In addition, we use Imagine Learning as a diagnostic to determine baseline needs of our scholars. This program provides benchmark assessments to track growth throughout the year.

4. What structures do you have in place to address interventions once the summative data has been gathered?

We currently have Imagine Learning and I-Ready software as programs that are addressing the need for intervention. In addition, our ENL teacher teaches into any deficiency that is noticed after the analysis of data.

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.]

N/A

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].

Based on student performance levels and our students struggle with comprehending complex statements and higher level questions. Students understand rudimentary activities and instruction. Their comprehension is limited to simple instruction, text and familiar vocabulary.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Data is presented monthly at our instructional cabinet meetings to reflect on instructional practices, scholar data and next steps.

**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.

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

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

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

      a. Guided writing – develop small groups to discuss aspects of writing.

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

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

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

b. TBE program. *If applicable.*

c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Intermediate & Begining ELLs receive 360 minutes of instruction per week while Advanced ELLs students receive 180 minutes per week. Classroom teachers are provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs. Plans are to be developed specifically to support the student in the classroom. Every teacher of an ELL receives a letter from Mrs. Humphrey with the dates and times in which she will push-in with the students.

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

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   Racial, ethnic, and cultural diversity is reflected in many classrooms. The schools has an increased number of students with diverse needs. Students from multicultural backgrounds, students from homes in which English is not the primary language and students with disabilities form a high-needs group more commonly called diverse learners. The diverse composition of the classroom brings many challenges as well as many opportunities to educators. Teachers can create classrooms that respond successfully to the needs of diverse learners when they have the knowledge of effective practices and the support of district administrators, families and community members. With this said, the way we foster language development and align to the CCLS is by:
      -Creating an environment to show respect for students and a belief in their capabilities.
      -Communicate high expectations to all students.
      -Be specific in what I expect students to know and to be able to do.
      -Incorporate learning experiences that show respect for students as individuals in order to help build self-worth.

      Academically the curriculum must meet the expectations of what students should know and be able to do as per the CCLS. The
following strategies help to meet these demands:
- Build upon background knowledge and experiences of students.
- Engage students in active learning.
- Foster individual, cultural, and linguistic diversity.
- Promote social interaction.

Our students receive

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

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

At risk, special needs, and SETSS services are provided to long-term ELLs & SIFE students. Long-term ELLs and SIFE students have specific individual instructional issues to be addressed. They may have achieved conversational fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferencing with the teacher (i.e. dialogue journals), small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Each September, during professional development days, specific strategies and tips for effective instruction of ELL/SIFE students are to be addressed. Addressing the needs of ELL/SIFE students are also included in the teacher’s /staff handbook distributed to all staff.

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

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

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

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

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

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

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? We have instructionable instructional expectations which provide ongoing instructional support to ensure ELL-SWDs expectations are met. The curricula ELL’s are being provided for oral language and literacy instruction in English. This allows students to work on different tasks which address the same goal. Teachers will use different resources and entry points to match the readiness levels of students when working on the same task. Teachers have resources available which reflect a variety of reading levels for students. Teachers use tiered assignments to adjust tasks to accommodate student needs and respond to student differences during the lesson by reteaching, reinforcing, and extending the lesson. This methodology helps our ELLs-SWD achieve their goals and attain English proficiency within the least restrictive environment.

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.

Each ELL student is enrolled in a Literacy class or Guiding Reading class which targets reading within ELA. The school purchased Study Island, an online program which allows ELL students to target specific standards in ELA and Math that they need to address. Within each classroom, teachers target students based on data trackers and address strengths or weaknesses in standards through small group instruction.

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

The school will continue with Study Island as an independent way for ELL students to work on standards they are lacking. The ENL teacher and content teachers will continue to work together to provide the same instructional focus to ELL students and make adjustments as they see fit.
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.
   All ELL students are integrated into all programming throughout the school day. Within the after school program, ELL students are afforded all the rights that any other student is allowed.

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.
   All classrooms beginning in the 2015-2016 school year will be equipped with two desktop computers. ELL students have laptops readily available to them at all times. The school purchased iPads for use in reading.

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

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Upon completion of an assessment of the ELL students present level of performance, the ENL teacher plans with content teachers to scaffold material to meet the needs of the student. Within pull out sessions, the ENL teacher plans curriculum to meet the needs of the student and extend their understanding.

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?
   All classrooms beginning in the 2015-2016 school year will be equipped with two desktop computers. ELL students have laptops readily available to them at all times. The school purchased iPads for use in reading.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   The school provides a new student orientation at the beginning of each school year which informs students and families of the expectations of the school which is lead by school leadership and the guidance counselor. During the first week of school, the school holds a culture camp for all students so they understand the school's mission and expectations for the year. All teachers are involved in the culture camp. Any incoming student during the school year is met by the Assistant Principal and guidance counselor in assisting in any transition and in outline the expectations for the year.

17. What language electives are offered to ELLs?
   Beginning for the 2015-2016 school year, the school will be offered Spanish.

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 ELL teacher is strongly encouraged to participate in professional development to ensure that she is the most up to date material and strategies. Professional development for all staff is conducted each Monday centered around the needs to the staff. All staff will engage in a professional development in supporting ELL students and strategies for working with them.
   The ELL teacher is strongly encouraged to participate in professional development to ensure that she is the most up to date material and strategies. Professional development for all staff is conducted each Monday centered around the needs to the staff. All staff will engage in a professional development in supporting ELL students and strategies for working with them.

2. 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 school offers an open house to all incoming students to ensure all students have an understanding of the school. The ENL teacher meets with all ELL students at the beginning of the year to ensure a safe transition into middle school. In conjunction with the Guidance Counselor, ELL students are assisted with high school choice and preparation for high school. The ELL teacher is strongly encouraged to participate in outside professional development. The school offers weekly professional development to teachers.

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

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

Additional Information

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

Paste response here:
**Part 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, Richard Roder, 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.
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

**School Name:** Queens United Middle School  
**School DBN:** 29Q289

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
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<td>1/1/01</td>
</tr>
<tr>
<td>Coach</td>
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<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>School Counselor</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Superintendent</td>
<td></td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Other</td>
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<tr>
<td>Other</td>
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<tr>
<td>Other</td>
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<td>1/1/01</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 29Q289  School Name: Queens United Middle School  Superintendent: Beverly Mitchel

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>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet</td>
<td>Humphrey</td>
<td>ENL teacher</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>Gloria</td>
<td>Ortiz</td>
<td>Parent Coordinator</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

* 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.

Families who are communicating in other languages than English are asked to complete the home language survey. Two of our QUMS staff members and two of our expanded day staff members are fluent in Haitian-Creole, French, and Spanish. These staff members have been helpful in translating conversations and providing interpretation of written documents. Our staff uses the Translation Services provided by NYC Department of Education to communicate via telephone with families who need the service.

Families of all new entrants complete a HLIS, regardless of language spoken. There are several ATS reports, such as UPPG, that can be used to identify the translation needs of parents.
Our ENL teacher will provide faculty and staff with updated information on new ELL students as they join our community. Additional data on the child’s home language will be reviewed from their child’s blue card.

2. List parents’ preferred languages for both written and oral communication. 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>
</tr>
</thead>
<tbody>
<tr>
<td>Parents preferred language for both written and oral communication is English. The languages available to parents are Spanish, French, Haitian Creole, Urdu, Punjabi, Korean, and Chinese.</td>
<td>2 3 7 272 0 1</td>
<td>0.7 1.05 2.46 95.44 0 0.35</td>
<td>2 3 8 270 1 1</td>
<td>0.7 1.05 2.81 94.74 0.35</td>
</tr>
</tbody>
</table>

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.

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>At this time, school staff provides all written and oral translation support. Students received translated documents during orientation in the summer which included various school policies. Within the first ten days of admission, families are notified as to whether their child will receive academic support services. Essential school documents will be translated.</td>
<td>August/September 2017</td>
<td>At this time, school staff provides all written and oral translation support. Students received translated documents during orientation in the summer which included various school policies. Within the first ten days of admission, families are notified as to whether their child will receive academic support services. Essential school documents will be translated.</td>
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prior to their release to ensure our messaging as a school is consistent and equitable to all members of the school community.

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

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

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

<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>
<tr>
<td>Any interaction with parents in needs of translation will occur during the following events:</td>
<td></td>
<td>Any interaction with parents in needs of translation will occur during the following events:</td>
</tr>
<tr>
<td>-Open House for new students</td>
<td>August/September 2017</td>
<td>-Open House for new students</td>
</tr>
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<td>-Open House (September)</td>
<td></td>
<td>-Open House (September)</td>
</tr>
<tr>
<td>-Parent Teacher Conferences (3 times during the year)</td>
<td></td>
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</tr>
</tbody>
</table>

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>
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</tbody>
</table>

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

We have several methods including Family messenger, Engrade Pro, Twitter, Facebook and our website.

**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 will be notified via email a list of parents that are in need of translation services. Staff will be notified that there are interpreters available to meet the needs of our Haitian Creole families.

**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..)

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

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

In addition, the schools safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school’s administrative offices solely due to language barriers.
As a new school, we do not have a parent coordinator. However, our guidance counselor has assumed most of those duties and responsibilities. We adhere to the rules and regulations regarding the posting of signs to remind our families resources are available to help communicate with our school. These signs reflect various languages which welcome and direct families to specific contacts, including our Guidance Counselor and District Family Advocate, to aid in opening the lines of communication between our school and families. Families have access to and are given the parents Bill of Rights in the beginning of the school year.

**Part 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?

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