



**QUEENS ACADEMY HIGH SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: QUEENS ACADEMY HIGH SCHOOL**  
**ADDRESS: 138-11 35 AVENUE**  
**TELEPHONE: 718-463-3111**  
**FAX: 718-886-5015**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500011540 **SCHOOL NAME:** Queens Academy High School

**SCHOOL ADDRESS:** 138-11 35 AVENUE, QUEENS, NY, 11354

**SCHOOL TELEPHONE:** 718-463-3111 **FAX:** 718-886-5015

**SCHOOL CONTACT PERSON:** BEVERLY SHORT **EMAIL ADDRESS:** BShort@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Derek Phillips

**PRINCIPAL:** BEVERLY SHORT

**UFT CHAPTER LEADER:** Jennifer Squires

**PARENTS' ASSOCIATION PRESIDENT:** Marcia Gray

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Isiah Velasquez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25 **CHILDREN FIRST NETWORK (CFN):** ESA - Empowerment Schools Association

**NETWORK LEADER:** SUMITA KAUFHOLD/Martha Frans

**SUPERINTENDENT:** Juan Mendez

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
BEVERLY SHORT	Principal	
Derek Phillips	Admin/CSA	
Frank De Angelis	UFT Member	
Ruth Bryan	UFT Member	
Jennifer Squires	UFT Chapter Leader	
Robin Baugh	Title I Parent	
Marcia Gray	PA/PTA President or Designated Co-President	
Isiah Velasquez	Student Representative	
Monique Davis	DC 37 Representative	
Asia Haynes	Student Representative	
Panagiota Nunez	Student Representative	
Robin Fitzgerald	Parent	
Sharon Jackson	Parent	
Kaylin Almonte	Student Representative	

\* Core (mandatory) SLT members.



## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Queens Academy is a dual-site transfer school committed to educating and graduating a student population with severe academic obstacles to overcome; while many characterize these students as "at risk," Queens Academy sees the potential within each individual. *Queens Academy's mission is to provide a respectful, nurturing environment of high learning expectations where students, parents, and the academic community assume collective responsibility for all outcomes.* For a variety of reasons, our students come to us having experienced failure in other high schools. Queens Academy is dedicated to a teaching and learning environment based on respect and equity where staff eagerly participates in collaboration and professional growth, ultimately benefiting the entire learning community, especially the students. The inherent challenges are enormous and taxing, and progress is achieved one student at a time.

There are many reasons that many of our students are now successful—more successful than they have ever been. The administration is visionary and global in its perspective, holistically addressing the backgrounds and needs of our students in unique and thoughtful ways. The faculty and staff are credentialed and dedicated, with the same philosophy and world view. We are a learning community that is consistently striving to make things better for our students while making them responsible for their own learning and success. Some faculty employ differentiated instruction and multiple intelligence theory in our classrooms, thus providing a nurturing yet demanding learning environment with high expectations. A supportive staff consistently goes beyond individual roles to enhance the life of each student. Students are programmed to meet their specific needs and to assist them in maximizing their potential through goal-oriented academic discourse. By way of illustration, students experience collaborative instruction individualized concurrent options, and on-line curricula for core subject areas through the use of Plato, and on-line curricula for foreign language—using the Rosetta Stone. Students are also enrolled in our credit recovery and College Now (in concert with City University of New York). We provide a double period of the Read 180 Program to address our struggling readers, and a double period of math instruction for students who need additional assistance in math. We collaborate with various philanthropic, arts, and community agencies such as Jamaica Center for the Arts, Queens Museum, Latimer House, Latimer Community Center, Langston Hughes Library, Donors Choose, Missionary Baptist Church, Emergency Food Drive, Pratt Institute, Material for the Arts, Wings for Youth, and New York CARES.

Our highly qualified staff have expertise and strength in teaching, curriculum design, data collection and analysis, differentiated instruction, multiple intelligences, lesson planning, guidance and counseling, learning styles, consensus building, inter-disciplinary support, including reading and writing in the disciplines and across the curriculum.

Queens Academy is best described through the eyes of a parent the parent wrote, "...at Queens Academy, my daughter began to be motivated, to realize that it was possible to achieve her goals. It

takes special people to care, to be concerned, to extend themselves and reach out and connect with young people....”

Our school is a place where knowledge grows and human life is enriched in an atmosphere that is symbolized by a tree with the acronym R.E.A.C.H. within the branches. Our vision is R.E.A.C.H (Respect, Equity and Fairness, Advancement of Professional Development and Skills, Collaboration, and High Expectations) for success.

Our mission is established, yet ever-changing and growing as our community—the students entrusted to our care—changes and grows. We will be ever vigilant to ensure that all possible avenues are explored to assist our unique student population of young adults. We are committed to the achievement and growth of our students and remain optimistic as we seek graduation for each one of them. This is Queens Academy....

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Queens Academy High School								
<b>District:</b>		25	<b>DBN #:</b>		25Q540	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				0					TBD	
Kindergarten				0						
Grade 1				0	<b>Student Stability - % of Enrollment:</b>					
Grade 2				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					67.5	
Grade 8				0						
Grade 9				0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10				127	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				108					TBD	
Grade 12				188						
Ungraded				0	<b>Recent Immigrants - Total Number:</b>					
Total				423	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									1	
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				0	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				0	Superintendent Suspensions				TBD	
Number all others				28						
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only			34	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs			1	Number of Teachers			TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD
				Number of Educational Paraprofessionals			TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			TBD	% fully licensed & permanently assigned to this school			TBD
				% more than 2 years teaching in this school			TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere			TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Black or African American			43.7				
Hispanic or Latino			38.8				
Asian or Native Hawaiian/Other Pacific Isl.			11.1				
White			6.4				
Multi-racial							
<b>Male</b>			50.6				
<b>Female</b>			49.4				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>				Ysh	Ysh	√	34
<b>Ethnicity</b>							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				√	√	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-		
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				Ysh	Ysh		
<b>Student groups making AYP in each subject</b>				4	4	1	

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09	Quality Review Results - 2008-09
<b>Overall Letter Grade</b>	<b>Overall Evaluation:</b>
<b>Overall Score</b>	<b>Quality Statement Scores:</b>
<b>Category Scores:</b>	Quality Statement 1: Gather Data
School Environment (Comprises 15% of the Overall Score)	Quality Statement 2: Plan and Set Goals
School Performance (Comprises 25% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals
Student Progress (Comprises 60% of the Overall Score)	Quality Statement 4: Align Capacity Building to Goals
Additional Credit	Quality Statement 5: Monitor and Revise

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

**See attachment**

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Students will be encouraged and prepared to take more than one math Regents.	<input type="checkbox"/> Improve college readiness by increasing the number of students taking advanced rigorous math courses.
<input type="checkbox"/> To improve attendance by 2% from 72.97% to 74.97%	<input type="checkbox"/> <input type="checkbox"/> Increase student attendance to support students' academic growth.
<input type="checkbox"/> <input type="checkbox"/> To increase the use of writing strategies across the curricula.	<input type="checkbox"/> Teachers will use a variety of writing strategies to increase student engagement in the content areas.
<input type="checkbox"/> Increase passing rate on Global Regents by 2%.	<input type="checkbox"/> <input type="checkbox"/> Increase academic achievement by raising the Global Regents passing rate
<input type="checkbox"/> To utilize the iLearnnyc credit recovery programs to increase credit accumulation on the progress report.	<input type="checkbox"/> Use make-up credit programs to increase students' earning credit possibilities to improve graduation rate.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**Mathematics**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Students will be encouraged and prepared to take more than one math Regents.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Provide teachers with the course curriculum for Integrated Algebra and Integrated Algebra 2/Trigonometry</li> <li>• Provide professional development to teachers to enhance their skills in teaching Integrated Algebra 2/Trigonometry</li> <li>• Provide professional development in the common core standards to align standards and curriculum</li> <li>• Guidance counselors will program students for advanced classes</li> <li>• Guidance counselors will schedule students to take the Regents exams</li> <li>• Guidance counselors will follow the course sequence</li> <li>• Interim assessments to monitor student progress</li> <li>• Additional individual tutoring for students who are not meeting benchmark progress</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/>Assistant Principals and math teachers develop the course sequence</li> <li>• Use Title I school funds to provide substitutes so teachers can attend professional development</li> <li>• Foster collaboration between teachers by providing teachers time in the schedule for meetings</li> </ul>

	<ul style="list-style-type: none"> <li>• Portfolio conferences with students to monitor progress and provide feedback to students to improve performance</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Formal and informal observations</li> <li>• Learningwalks</li> <li>• Scholarship reports - every six weeks</li> <li>• Transcripts - January and June</li> <li>• Portfolio reviews</li> <li>• Regents results - January and June</li> <li>• Progress reports</li> <li>• Report cards - every six weeks</li> </ul>

**Subject Area**  
**(where relevant) :**

**Attendance**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <p>To improve attendance by 2% from 72.97% to 74.97%</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Target 10th grade students to increase attendance</li> <li>• Review data to see attendance trends at both campuses</li> <li>• Continue to review attendance data at each campus and target students with poor attendance</li> <li>• Continue with single and dual campus meetings to discuss, plan, and implement intervention strategies, and monitor progress</li> </ul>

	<ul style="list-style-type: none"> <li>· Continue with assigning additional staff at the beginning of the school year for attendance outreach and follow-up</li> <li>· Continue to have counselors provide/locate support services to assist students with poor attendance patterns <ul style="list-style-type: none"> <li>Assign teachers during their 6R assignment to make phone calls to parents</li> <li>Continue to provide counselors and other support staff to make outreach calls</li> <li>Call chronically late students in the morning to improve class attendance</li> <li>Share data with guidance counselors and teachers for attendance intervention</li> <li>Work collaboratively in teacher teams to address attendance</li> <li>Increase teacher accuracy in recording attendance</li> <li>Share attendance plan with staff</li> </ul> </li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Use professional assignments to assign teachers to conduct outreach</li> <li>Use of attendance team to target specific students</li> <li>Use of AIDP funded attendance teacher for outreach</li> <li>Provide per session to support staff to come in early to make phone calls</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>Agendas and minutes from weekly attendance meetings addressing attendance problems and outreach efforts</li> <li>Graphs showing attendance at each site weekly</li> <li>Notations for low attendance days and ideas for improvement</li> <li>ILOGS to assess individual student patterns</li> <li>Public recognition of students who have improved attendance</li> <li>Teachers record outreach efforts in attendance books</li> <li>ATS data</li> </ul>

**Subject Area  
(where relevant) :**

**English**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p> <p>To increase the use of writing strategies across the curricula.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Review students' portfolios to see how teachers are implementing writing in their classes Use observation process for evidence of writing, differentiated instruction Review lesson plans to determine how teachers plan to include writing in courses Collaboration of teachers to develop writing assignments through monthly meetings Share student work products during professional development sessions. Review teacher mid-term and final assessments before administration Align student writing assignments with the state standards and curriculum in each course</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Use Title I school funds to provide substitutes so teachers can attend professional development</li> <li>• Provide professional development to core teachers on how to teach writing across the curriculum</li> <li>• Use Network resources to provide professional development on the common core standards</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Conduct written observations to ensure that teachers are using best practices Review the type of writing in students' portfolios Collect samples of students' writing - after each marking period Review assessments in students' portfolios</p> <p>Collection of student writing tasks and samples</p>

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**Subject Area**  
(where relevant) :

**Global History**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> Increase passing rate on Global Regents by 2%.
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Review with teachers the course curriculum, pacing calendars</li> <li>• Organize content material to ensure depth and breadth</li> <li>• Provide professional development to teachers</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Schedule Title I school funds to provide substitutes so teachers can attend professional development</li> <li>• Foster collaboration between teachers by providing teachers time in the schedule for meetings</li> <li>• Use Network resources to provide teachers with professional development on the common core standards</li> <li>• Begin to "chunk" Global curriculum, reflecting on Understanding by Design principles of need to know vs. nice to know topics</li> </ul>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Review teacher mid-term and final assessments before administration</li> <li>• Review students' portfolios to see students' progress and assessments every six weeks</li> <li>• Conduct formal and informal observations</li> <li>• Analyze scholarship reports after every marking period</li> <li>• Review and share student data with teachers - ARIS, HSST</li> <li>• Collection of student writing tasks and samples</li> </ul>

**Subject Area**  
(where relevant) :

**Credit Accumulation**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To utilize the iLearnnyc credit recovery programs to increase credit accumulation on the progress report.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Teachers will attend professional development for credit make-up programs - APEX, COMPASS</li> <li>• Implement multiple pathways <b>pilot programs</b> for students to increase credit accumulation during the school day- <b>APEX, COMPASS</b></li> <li>• Implement credit make up program after school</li> <li>• Coordinate and supervise online credit recovery programs, including APEX, COMPASS</li> </ul>

	<ul style="list-style-type: none"> <li>• Conference with students to monitor progress and provide feedback to improve performance</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Use Per Session Title I funds to pay teachers for after school program</li> <li>• Schedule make-up credit classes throughout the day to ensure continuous availability</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Review students' performance of online assignments</li> <li>• Review report cards every six weeks to determine if students are progressing toward credit accumulation.</li> <li>• Review make-up credit reports</li> <li>• Provide and review with teachers National Standards for On-line Teaching</li> <li>• Schedule make-up credit classes throughout the day to ensure continuous availability</li> <li>• Teachers share on-line reports with students and measure progress and next steps</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10	127	127	127	127	127			
11	124	124	124	124	124			
12	167	167	167	167	167			

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/></p> <p>Small group and one-to-one tutoring provided during the day. Read 180 is a 90 minute program offered during the day for students who have been identified as struggling readers. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Small group and one-to-one tutoring provided during lunch periods. Students will use a variety of materials, including manipulatives and technology to help them improve their mathematics skills. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Small group and one-to-one tutoring provided during the day. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep in this class. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Small group and one-to-one tutoring provided during lunch periods. Learning Strategies for Success is a before school program open to all students. Students may receive tutoring, homework assistance, test prep in this class. Saturday Regents Prep classes are offered prior to the start of the Regents examinations in January and June to focus on the specific needs of the student, including content, essay writing, test taking preparation.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> One-to-one counseling, counseling services as indicated on IEP for special education students. Referrals for students to mental health organizations</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> NA</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> NA
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Referrals are made for outside services

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**10-12**

**Number of Students to be Served:**

**LEP 40**

**Non-LEP 400**

**Number of Teachers 24**

**Other Staff (Specify) 12**

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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A list of all our ELL students, their home language, and the level they achieved on the NYSESLAT is distributed in each content area subject. These lists are distributed to every teacher to assist in identifying our ELL students and giving information to the teachers so they may differentiate their practices in the classroom. The ESL teacher and literacy coach work with content teachers to offer ESL teaching strategies for the content areas, including QTEL strategies. At an all-day professional development in the spring, the Assistant Principal of curriculum, the Literacy Coach, and the ESL will provide such strategies. Furthermore, we have observers from Queens College who work four days per week assisting teachers by pushing-in and working one-on-one with our ELLs.

For students reaching proficiency on the NYSESLAT, there is a rigorous focus on preparing students for the NYS Regents exams, especially the revised English Regents. These students are given the support needed to meet the requirements for graduation and make decisions regarding their lives thereafter. Our transitional support for all our ELLs that reach proficiency on the NYSESLAT is to offer all accommodations required during testing, and program them for our morning Learning Strategies class.

For the first time this term, the ESL teacher will teach intermediate level ELLs using the Read 180 program, which differentiates instruction through computer software, independent reading, and personalized instruction.

We have an after school program specifically designed for ELL students in a multi - media journalism class. The students interact with the Smart Board, video cameras, editing software, and practice their English language skills and writing in an informal environment with the ELL teacher, literacy coach, art teacher, and friends. Our art teacher got a grant from the Education Video Center for her art classes. "EVC's signature program has been the Documentary Workshop. This workshop is designed for students with little or no prior experience in video making. During the semester-long program, students choose a topic or question as a basis for their inquiry. They then work collaboratively to research, shoot, and edit their documentary for a community audience. Students take turns operating the cameras, conducting interviews, using digital editing systems and participating in all parts of the process." We will be adapting the EVC's curriculum to meet the ESL standards. This afternoon academy meets twice a week for two hours for forty four weeks. If a student attends at least sixty sessions, and does quality work, he/she will receive an elective credit in journalism.

There are 6 Dell computers in the ESL classroom used for the Read 180 software component. The Title III class will be using these computers to do research and for their writing assignments. The ESL classroom also has a Smart Board for interactive learning. Bilingual dictionaries are available in each content area classroom. Content-specific glossaries are placed in all classrooms. This year we will be purchasing a Mac computer and laptop, and the software, Final Cut Pro. It is the industry standard software for editing films, and only works

on Mac computers. We feel we will draw more students to the afternoon class if they will be able to take ownership of their writing, filming, and editing their work.

The ESL teacher offers native language assignments for students in order to maintain the skills and appreciation of their primary language. There are also books for students to read in their native language. The ESL teacher is certified in Spanish and uses this language to help students transfer concepts from Spanish to English to facilitate learning. The literacy coach is certified in English and ESL.

The required services and resources correspond to the fact that many of our students are in the latter phase of adolescence. The Read 180 program allows the teacher to differentiate instruction based on students' interests and reading level.

We are planning a summer open house for ELL students so that they get to know their ESL teacher in an informal environment before the academic pressure builds in the fall. We will have a celebration dinner with the parents to highlight our student's accomplishments.

Students are offered the opportunity to take French or Spanish as an elective credit by working independently using the Rosetta Stone computer program.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Queens Academy will offer a full day (7.5 hours) of professional development to our staff in the Spring term on a Saturday. This endeavor will be supplemented by our Title I funds. The Assistant Principal of Curriculum, the ESL teacher and the Literacy Coach will facilitate this professional development session, and received per-session. The teachers will receive training rate. During this professional development the Assistant Principal will target the four and six year cohort of ELLs. We will look at their progress and see where there is need for improvement. We will evaluate our academic intervention strategies and see what is working and what is not. The ELL teachers will introduce to the teachers strategies to use in the classroom and the Literacy Coach will demonstrate how these strategies can be differentiated for the different levels of ELLS.

### **Section III. Title III Budget**

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**School: Queens Academy High School**

**BEDS Code: 342500011540**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,479.90	<input type="checkbox"/> Twelve hours of per session for the ESL teacher and the Literacy Coach to support ELL Students in a Saturday Academy = 24 hours x \$49.89 (current teacher per session rate with fringe) = \$1,200.00) One hundred and seventy six hours of per session for the ESL teacher, Art teacher, and the Literacy Coach to facilitate the after school enrichment program that meets for 22 weeks, twice a week for two hours per meeting = 22 weeks x 4 x 2 = 176 x \$49.89 = \$8781.00) Ten hours of per session to take students to a play – two teachers = \$498.90 )
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$1,139.92	<input type="checkbox"/> Fifteen hours of per session split between ESL teacher and Literacy Coach to conduct a Saturday session to educate colleagues on QTEL strategies to meet the 7.5 requirement = 15 x \$49.89 = 748.35) Seven and the half hours of per session for Assistant Principal to supervise professional development x \$52.21 = \$391.57)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1800.18	<input type="checkbox"/> One iMac desk top computer to be used for the digital editing of the documentary the students will make. \$1,500.00 ( <input type="checkbox"/> Final Cut Pro software is the industry standard for editing films, and only works on iMacs.)  Supplies such as journals, markers, ink for printer, etc. \$300.18
<b>Educational Software (Object Code 199)</b>	\$100.00	<input type="checkbox"/> Final Cut Pro software is the industry standard for editing films.
<b>Travel</b>	\$60.00	<input type="checkbox"/> Train fare to take students and parents to the play.
<b>Other</b>	\$1420.00	<input type="checkbox"/>

		<input type="checkbox"/> Seventeen Broadway theatre tickets @ \$60.00 each = \$1020.00 Dinner Celebrations of student work with parents and pizza parties = \$400.00
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

### *Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

As a transfer school, most of our ELL's are already placed accordingly by their former schools. If a student is new to New York State and wants to enroll into our school, they will be interviewed and asked to fill out the Home Language Survey. If it is determined that the students may be entitled to ESL services, then the Lab-R will be administered. The interview and the initial assessment, which will consist of a written essay and a math test, will be conducted by a guidance counselor. Most students come to us from other high schools already having received ESL services. ELL students are placed in classes based upon scores from the Lab-R or NYSESLAT.

During the LEP identification process, an informational video is shown to parents with a follow-up question and answer period. We have teachers who speak Haitian Creole and Spanish, and if translators are needed for these languages, they volunteer their services. If we need to hire outside translators, we use translation funds. We inform ELL parents of the programs NYC offers for their children, and share with them what research says are the most effective programs. After that, parents complete the parent selection form and have the opportunity to ask questions about the selection of a program. If there are parents who request a program that is not offered by the school, then we will provide them with a printout of schools that can offer what is best for the student. If a parent picks a freestanding ESL Program, then their child is placed in the appropriate level of ESL class. If at least 20 parents who have the same home language request a bi-lingual class, then we will create one. We do not have a transitional bi-lingual program because our students are transferring in from other high schools and are already enrolled in ESL. If a student is new to the NYC system, and their home language is other than English, then we administer the LAB-R test to determine if ESL classes are needed. An orientation binder is kept of all parent interviews.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  At the beginning of every term a LAP Team is established. This team goes over the orientation process and makes sure our ELL parents understand, were giving the correct documents to inform them, and are comfortable with our school. The LAP Team reviews the school ATS reports on ELLs to ensure that all information (e.g., home language, grade, and program) matches HLIS, LAB-R, and other sources of information. This information is disseminated to the school community through meetings and memos. We are informed through ATS the home language that the parents want to be communicated with and then we comply with their requests. All documents go home in their selected language.

## Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Queens Academy's parent coordinator sends out a monthly newsletter to inform the parents of activities, accomplishments, and upcoming events. He sends this newsletter to the DOE translation unit to be translated for our ELL parents. At our orientation, we ask all ELL parents what language they would prefer to receive home communication, and then we accommodate them. We utilize the DOE translation unit to translate all letters that are sent home.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The ESL teacher is certified in English Language Arts, TESOL, and Spanish, and Bilingual Education. He is very instrumental in communicating with our parents, as is a Math teacher who speaks Haitian Creole. During open school, we ask for onsite translators. During orientation to our school, the ESL guidance counselor shows a DVD in the parent's native language introducing them to the N.Y.C. school system.

Money is put aside in the school budget and the Title III budget for translation and interpretation.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

During the orientation process into our school, parents are asked what language would they like used for all communications home. This information is reflected on ATS and student emergency cards. They are also given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The parent coordinator is notified so his monthly newsletter is translated in the home language requested. The entire staff is notified of the home language requested when the ELLs are identified in their classes. Progress reports and report cards sent home in the student's native language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$244,200	\$9,059	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,442		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,210	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,420	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
88%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Teachers will be informed of taking college course which can be funded using Title I funds. Two teachers obtained supplemental certification. One teacher's program was changed so he should be considered highly qualified for the upcoming school year.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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### PARENT INVOLVEMENT POLICY

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. **This document be will reviewed annually in January of each school year.**

- Parents will serve as active members of the School Leadership Team and help establish school-based policies and recommendations.
  - Parents will receive a monthly newsletter and the principal’s newsletter which will keep them apprised of school activities, meetings and events.
  - Parents will receive communication from the school regarding College and Career Workshops, Barbershop, ELL information to maintain an open line of communication between the home and school.
  - Parents will receive information about the school’s standing on the Quality Review, Progress Report and AYP. The Parent Coordinator will be available to communicate with parents and to further explain these data and accountability systems.
- Parents will be provided with a copy of the Chancellors’ Regulations code and have their child adhere to its principles.
  - Parents will attend Parent Conferences at least twice a year to learn about their child’s academic performance.
  - Parents will receive information about their child’s state exam schedule and strongly encourage students to take these exams when scheduled.
  - Parents will meet with counselors to understand and keep apprised of their child’s graduation schedule.
  - Parents are encouraged to participate in the PTA, School Leadership Team and/or volunteer for special events.

- Parents will provide their child with the necessary instruments (paper, pens, binders, loose-leaf paper, etc) for school success.
- Parents will avoid removing students from school or class for appointments, vacations, child care which can interfere with the student's education.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### SCHOOL/PARENT COMPACT

Queens Academy High School, the parents and students agree that this Compact outlines how the parents, the entire school staff and the students will share collective responsibility for improved student academic achievement. **This document be will reviewed annually in January of each school year.**

#### School Responsibilities

- Provide a challenging and rigorous standards-based academic curriculum.
- Assign students to classes based on graduation requirements and prerequisite courses.
- Provide teachers with ongoing professional development that will enhance their teaching skills.
- Hold parent conferences twice a year.

- Provide parents and students with information about progress six times a year through report cards.
- Provide students with information about their academic progress and next steps for improvement through the use of portfolio assessment conferences.
- Inform parents about their child's attendance.
- Provide additional academic support when needed.
- Assess the social/emotional growth of the student.
- Provide additional outreach to parents via Parent Coordinator

### **Parent Responsibilities**

- Parents will make every effort to ensure that students arrive at school on time and prepared with the appropriate tools for school.
- Parents will monitor attendance.
- Parents will participate in conferences regarding their child's education.
- Parents will support the Chancellor's Discipline Code by being aware of the school discipline policy.
- PTA will encourage parental involvement through participation in the School Leadership Team, Parent Association activities, or volunteering for special events.

### **Student Responsibilities**

- Students will come to school prepared to learn and participate in class discussions and activities.

- Students will demonstrate personal responsibility for their learning by creating learning goals and working toward accomplishing their goals.
- Students will take steps toward graduation by studying, completing assignments and taking class exams, and passing State Regents examinations.
- Students will follow the school rules and Chancellor's Regulations.
- Students will make every effort to attend school daily and arrive at school on time.
- Students will follow the dress code.

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**Principal**

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**Parent**

**PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See attachment - Needs assessment**

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

- Students are individually programmed for the required courses needed for graduation.
- Counselors review students report cards to determine where students need the most assistance, and then schedule students for Learning Strategies for Success, a tutorial program that meets four days a week. Teachers provide instruction in small groups to address students' academic deficiencies.
- Every student has a portfolio of work for each content area. Teachers meet with students three times a semester to review work, discuss progress, review goals, and plan for strategies to use to help improve academic improvement.
- Science labs are provided to students either during the day (Jamaica) or after school (Flushing) to allow more on-task time for students. In addition, students are given the opportunity to make up missed labs, so they can meet the state lab requirements.
- Saturday Regents prep classes are offered to students to give them additional support in all core academic subjects. These classes are provided before the exams are scheduled.
- Students are also provided with virtual learning opportunities to self-pace their learning. Students are able to receive immediate feedback from assessments and assignments so they can monitor their progress.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

- □ Queens Academy's agenda is to provide all students with a comprehensive core curriculum in literacy and mathematics that meets the challenges of NCLB. We have instituted in our classrooms a core balanced literacy and balanced mathematics program. We are using data to improve teaching and learning in standard-driven instructional programs. We are offering our teachers effective differentiated professional development opportunities for systematic change. We are all practicing and sharing our practices with UbD (Understanding by Design). Our summer program is a credit recovery program where students accumulate credits. We have a Learning Strategies period dedicated to tutoring, where our most struggling students are programmed for this period, but all students are welcomed. □ Three weeks before the Regents are given, we have a Saturday Academy open to all our students who seek extra help. This year we are pushing across all disciplines a "Literacy Responsibility for All."

o Help provide an enriched and accelerated curriculum.

□

- Students who have passed the Integrated Math Regents have been programmed for Algebra 2 and Trig class with the plan of taking the Algebra 2 and Trig regents in June 2011.
- Last year, teachers were provided with a year long professional development training on using Understanding By Design-“backward planning” curriculum in their classroom.
- This year, the social studies, English, math and science department will participate in four full days of professional development workshops (this is in addition to the sanctioned DoE pd days) where they will be designing a pacing curriculum that incorporates big ideas and essential questions.
- In alignment with our goal to incorporate more writing across the discipline, at each session teachers will be provided with two writing strategies that they can take back to their class and use. At the next scheduled PD workshop, teachers will bring student work and share their experience using the writing strategy.

o Meet the educational needs of historically underserved populations.

To meet the educational needs of some our underserved populations, we have partnered with Wings for Youth, a dropout/prison prevention and intervention program who will be providing attendance outreach, individual counseling, academic support, small group mentoring, and peer mediation

A database was created to generate a report to notify teachers of their ELL students, their proficiency levels, the number of years of service they have received, their native language, their SIFE status and more

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

School-wide reform strategies include: providing Read 180 program for struggling ELL readers in our Flushing Campus, continuing a make-up credit recovery program for students to provide alternative ways to earn credit, strengthening our zero period class to focus on AIS service, homework help, expanded offerings using the PLATO on-line curriculum to include health, art appreciation and SAT Prep, participating in a pilot virtual learning school program to offer increase ways for students to earn credit, continuing PSAL athletic programs, continuing use of male based advisory group, implementing a partnership with a CBO to provide services to our most struggling students, strengthening our guidance program to include additional college and career awareness information, offering College Now Program to provide higher level academics.

o Are consistent with and are designed to implement State and local improvement, if any.

### 3. Instruction by highly qualified staff.

- Based on last year's BEDS data 88% of our teaching staff is considered highly qualified.
- Teachers who are not considered highly qualified were informed of taking college coursework which Title I set-aside funds are available.

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

In addition to the three full DoE sanctioned professional development days, teachers will be afforded an extra four full-days of professional development using Title I funds to support this initiative. Our goal is to have teachers collaborate on curriculum, writing across the disciplines, common core curriculum, etc. Likewise, school funds have been set-aside for staff to attend internal professional development programs offered by the DoE which are paid for by the school. All staff members are encouraged to look for learning opportunities which could benefit them in their practice.

One assistant principal is supported by the Supervisory Support Program which offers on-site professional development. Title I funds have also been used to purchase books and videos to support the leadership in their work with teachers.

### 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

This year because of a continuing hiring freeze, we were restricted to selecting candidates from an internal pool which was somewhat limited. When students are in session, our interview process includes an interview with several members of the school community, using rubrics to evaluate demonstration lessons for candidates we interviewed and requiring a writing sample.

In the past we have used network practices to attract known highly qualified teachers, participated in borough-wide hiring fairs, and contacted colleges in an effort to attract highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.



We have instituted a commitment letter for all parents to sign as they come into our school. All parents are asked to sign up to attend at least three meetings during the school year. Three members of the PTA have been quite involved by speaking at orientation meetings and calling parents to ensure their attendance at our community meetings. We have combined our parent association and school leadership meetings to increase involvement from parents.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



**Not applicable.**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Math teachers created a baseline diagnostic exam to be used during orientation to assess incoming students so they can be better placed in classes. English teachers are currently fine-tuning the writing rubric to make it more rigorous.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.



At our first professional development meeting with the English and Math department, the teachers received data that showed the students in the cohort M who scored between 0-54, students not tested, students who received between 55-64 and students who received between 65 - 74 on the regents. The students who were never tested, or scored between 0 -54 were mandated to attend Learning Strategies for that subject area

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Not Applicable

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with

disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$213,096	True	Goals 1, 2, 3 and 5

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.

- **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 average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.  
 Not applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
  5. Provide instruction by highly qualified teachers;
  6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  7. Provide strategies to increase parental involvement; and
  8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

3

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

**The school will enhance services that are already provided.**

- **Academic programs and educational support services**
- **Counseling services**
- **Basic emergency supplies**
- **Parental involvement**
- **Intervention programs (medical, childcare, and job placement)**
- **Transportation service (metro card)**

**Part B:**

**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).  
Not Applicable
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 in your Children First Network.



# **CEP RELATED ATTACHMENTS**

## **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

***File Name - 28\_25Q540\_011011-100237.docx***

### **Language Allocation Policy 2010 - 2011 School Year**

The Language Allocation Policy Team is composed of the Principal, Assistant Principal, ESL Teacher, Literacy Coach, Parent Coordinator, two Content Teachers, and Guidance Counselor. We have one ESL Teacher who serves advanced and intermediate ESL students in self-contained ESL classes. There are a total of 400 students in our school, of which forty are ESL students accounting for 10% of the population. ESL instruction is delivered via a self-contained model. There is one advanced ESL class that meets forty-five minutes a day and these students also take an ELA class for forty-five minutes daily; both classes exceeding the minimum requirements of one-hundred eighty minutes. ELLs receive two hundred and twenty five minutes of ESL and ELA instruction per week. The intermediate students receive four hundred and fifty minutes of instruction per week, which exceeds the minimum requirements. The ELL classes are taught by a highly qualified certified ESL teacher, and the ELA class is taught by a highly qualified certified English teacher. Both Advanced and Intermediate students are also programmed for Learning Strategies, a tutorial period.

As a transfer school, we check the student's NYSESLAT and Lab-R scores and then based on their level achieved, we place our ELLs in the appropriate classes. If a student is new to New York State and wants to enroll into our school, they will be interviewed and asked to fill out the Home Language Survey. If it is determined that the student's home language is other than English, and may be entitled to ESL services, then the Lab-R will be administered. Also, during the interview an initial assessment, which will consist of a written essay and a math test, will be conducted by a guidance counselor. The ESL classes at The Queens Academy provide the support non-native English speaking students need to succeed in mainstream classes both in high school and beyond. The teacher uses both the SIOP (The Sheltered Instruction Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach) methodologies in order to teach students both literacy-based and content-based information, as well as the strategies that will help them gain better literacy skills.

Many of the ELLs currently in the ESL program are LTELLs (Long Term English Language Learners) and have been serviced for more than three years. Therefore, most students have gained the BICS (Basic Intercommunicative Competency Skills), but are lacking the academic language needed to pass the NYSESLAT, the English Regents, and other mainstream classes. In order to address this issue, reading and writing will continue to be the central focus of daily learning. This is to be accomplished by the careful creation and execution of lessons that follow the performance indicators from New York State's ESL and ELA Standards. Content areas are taught in English using ESL strategies. Native language support, such as the use of bilingual dictionaries, materials in native language, and strategic homogeneous linguistic grouping, are provided. Independent and group-based tasks are modeled for students daily so that students

clearly understand directions. Student interest is maintained by means of diverse project-based activities that give students the opportunity to work both in groups and independently. Project assignments are alternated with process writing tasks which help students improve writing skills through multiple drafts and revisions. Students are assessed using a combination of both traditional and portfolio assessments. We are using READ 180 for our intermediate students. The READ 180 program offers students the opportunity to improve literacy by rotating stations from teacher-centered learning to computer-based learning to independent reading. The ESL teacher offers native language assignments for students in order to maintain the skills and appreciation of their primary language. There are also books for students to read in their native language. The ESL teacher is certified in Spanish and uses this language to help students transfer concepts from Spanish to English to facilitate learning. The students may choose to take a variation of language electives through the use of the Rosetta stone program.

At the present time, we have ten students that are SIFE. Eight of these SIFE students are in the advanced ESL class, and two of them are in the Intermediate classes. The instructional plan for the SIFE students is to place them in their appropriate ESL class and match them up with a “buddy” that they will be able to communicate with and share ideas. We will also provide them with accelerated academic and language development by providing additional instructional time during learning strategies which meets zero period, along with our Saturday Academy which begins right before the Regents. We also support them with individualize instruction by appointment with our Literacy Coach.

For all our ELL students, but especially for our Long-Term Ells and special needs ELLs, we will utilize our Literacy Coach as a push in teacher to support them. Working side by side with the ELLs, the coach will utilize bilingual dictionaries, technology enrichments, and the six types of Walqui’s scaffolding model. (Modeling, Bridging, Contextualization, Schema building, Text Representation, and Metacognition.) All ESL students are eligible and encouraged to participate in extracurricular activities such as trips, College Now, and after school programs.

During the LEP identification process, an informational video is shown to parents with a follow-up question and answer period. We have teachers who speak Haitian Creole and Spanish if translators are needed for these languages. If we need to hire outside translators, we use translation funds. Then we inform parents of the programs NYC offers ELLs and quote to them what research says are the most effective programs. After that, parents complete the parent selection form and have the opportunity to ask questions about the selection of a program. If there are parents who request a program that is not offered by the school, then we will provide them with a printout of schools that can offer what is best for the student. If a parent picks a freestanding ESL Program, then their child is placed in the appropriate level of ESL class. If at least 20 parents have the same home language request a bilingual class, then we will create one. We do not have a transitional bi-lingual program because our students are transferring in from other high schools and are already enrolled in ESL. If students are new to the NYC system, and their home language is other than English, then we administer the LAB-R test to determine if ESL classes are needed. All continuation letters are sent home in their native language. An orientation binder is kept of all parent interviews.

There are 6 Dell computers in the ESL classroom used for the Read 180 software component. The classes will be using these computers to do research and for their writing assignments. The ESL classroom also has a Smart Board for interactive learning. Bilingual dictionaries are available in each content area classroom. Content-specific glossaries are placed in all classrooms. For the upcoming year, in our after school enrichment program we are implementing a new multi - media journalism class. The students interact with the Smart Board, video cameras, editing software, and practice their English language skills and writing in an informal environment with the ELL teacher, literacy coach, art teacher, and friends during the enrichment program. Students take turns operating the cameras, conducting interviews, using digital editing systems and participating in all parts of the process. We will be adapting the EVC's curriculum to meet the ESL standards. This afternoon academy meets twice a week for two hours for forty four weeks. If a student attends at least sixty sessions, and does quality work, he/she will receive an elective credit in journalism. We feel we will draw more students to the afternoon class if they will be able to take ownership of their writing, filming, and editing their work. Queens Academy's parent coordinator sends a monthly parent newsletter home which is translated for the ELL parents. On open school night we request translators to be on site. We also have an open house, other than open school night, where we invite all the ELL parents to share a dinner with us and spotlight their students work. ELL parents attend our Parent Association meetings which meet every third Wednesday of the month. We also encourage all ELL parents to attend our school day and week end trips. We will be holding an open house orientation program for our ELLs during the summer registration. .

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Queens Academy High School						
<b>District:</b>	25	<b>DBN:</b>	25Q540	<b>School</b>		342500011540	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9		Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				NR
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		0	0				
Grade 10		127	127				
Grade 11		108	119				
Grade 12		188	170				
Ungraded		0	0				
<b>Total</b>		<b>423</b>	<b>416</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			45.8

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		67.5	77.1

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			5

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
			1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			5
# in Collaborative Team Teaching (CTT) Classes		0	0	Superintendent Suspensions			6
Number all others		28	39				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			0
Early College HS Program Participants			0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			8
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			3
# receiving ESL services only		34	TBD	Number of Educational Paraprofessionals			3
# ELLs with IEPs		1	TBD				
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			232	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			12.5
				% more than 5 years teaching anywhere			62.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			87.5
American Indian or Alaska Native		0.0	0.5	% core classes taught by "highly qualified" teachers			91.7
Black or African American		43.7	39.4				
Hispanic or Latino		38.8	42.8				
Asian or Native Hawaiian/Other Pacific		11.1	13.5				
White		6.4	3.6				
<b>Male</b>		50.6	53.1				
<b>Female</b>		49.4	46.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>				vsh	vsh	v	34
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial				-	-	
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				vsh	vsh	
<b>Student groups making</b>				<b>4</b>	<b>4</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	48.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	5.7	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	9.3	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	28.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>One</b>	District <b>25</b>	School Number <b>540</b>	School Name <b>Queens Academy</b>
Principal <b>Beverly Short</b>		Assistant Principal <b>Bill Manolios</b>	
Coach		Coach <b>Jennifer Greco</b>	
Teacher/Subject Area <b>Thomas Gattringer /ESL</b>		Guidance Counselor <b>Sandra Fabre</b>	
Teacher/Subject Area <b>Christopher Stahl / S.S.</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Brandon Alfred</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Sumita</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>400</b>	Total Number of ELLs	<b>40</b>	ELLs as Share of Total Student Population (%)	<b>10.00%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

As a transfer school, we check the student's NYSESLAT and Lab-R scores and then based on their level achieved, we place our ELLs in the appropriate classes. If a student is new to New York State and wants to enroll into our school, they will be interviewed and asked to fill out the Home Language Survey. If it is determined that the student's home language is other than English, and may be entitled to ESL services, then the Lab-R will be administered. Also, during the interview an initial assessment, which will consist of a written essay and a math test, will be conducted by a guidance counselor which are graded by an english and math teacher. During the LEP identification process, an informational video is shown to parents with a follow-up question and answer period. We have teachers who speak Haitian Creole and Spanish if translators are needed for these languages. If we need to hire outside translators, we use translation funds. Then we inform parents of the programs NYC offers ELLs and quote to them what research says are the most effective programs. After that, parents complete the parent selection form and have the opportunity to ask questions about the selection of a program. If there are parents who request a program that is not offered by the school, then we will provide them with a printout of schools that can offer what is best for the student. If a parent picks a freestanding ESL Program, then their child is placed in the appropriate level of ESL class. If at least 20 parents have the same home language request a bilingual class, then we will create one. We do not have a transitional bi-lingual program because our students are transferring in from other high schools and are already enrolled in ESL. If students are new to the NYC system, and their home language is other than English, then we administer the LAB-R test to determine if ESL classes are needed. All continuation letters are sent home in their native language. During the orientation process into our school, parents are asked what language would they like used for all communications home. This information is reflected on ATS and student emergency cards. They are also given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The parent coordinator is notified so his monthly newsletter is translated in the home language requested. The entire staff is notified of the home language requested when the ELLs are identified in their classes. Progress reports and report cards sent home in the student's native language. An orientation binder is kept of all parent interviews as evidence that all parent requests are honored.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											1	1	1	3
<b>Push-In</b>														0

Total	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	1
SIFE	9	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	20

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	1	0	13	4	0	20	4	0	40
<b>Total</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>13</b>	<b>4</b>	<b>0</b>	<b>20</b>	<b>4</b>	<b>0</b>	<b>40</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											2	9	15	26
Chinese													1	1
Russian														0
Bengali												1		1
Urdu													1	1
Arabic														0
Haitian											1	1	1	3
French													1	1
Korean												2	2	4
Punjabi														0
Polish														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other												1	2	3
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>14</b>	<b>23</b>	<b>40</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

The Language Allocation Policy Team is composed of the Principal, Assistant Principal, ESL Teacher, Literacy Coach, Parent Coordinator, two Content Teachers, and Guidance Counselor. We have one ESL Teacher who serves advanced and intermediate ESL students in self-contained ESL classes. There are a total of 400 students in our school, of which forty are ESL students accounting for 10% of the population. ESL instruction is delivered via a self-contained model. There is one advanced ESL class that meets forty-five minutes a day and these students also take an ELA class for forty-five minutes daily; both classes exceeding the minimum requirements of one-hundred eighty minutes. ELLs receive two hundred and twenty five minutes of ESL and ELA instruction per week. The intermediate students receive four hundred and fifty minutes of instruction per week, which exceeds the minimum requirements. The ELL classes are taught by a highly qualified certified ESL teacher, and the ELA class is taught by a highly qualified certified English teacher. Both Advanced and Intermediate students are also programmed for Learning Strategies, a tutorial period.

As a transfer school, we check the student's NYSESLAT and Lab-R scores and then based on their level achieved, we place our ELLs in the appropriate classes. If a student is new to New York State and wants to enroll into our school, they will be interviewed and asked to fill out the Home Language Survey. If it is determined that the student's home language is other than English, and may be entitled to ESL services, then the Lab-R will be administered. Also, during the interview an initial assessment, which will consist of a written essay and a math test, will be conducted by a guidance counselor. The ESL classes at The Queens Academy provide the support non-native English speaking students need to succeed in mainstream classes both in high school and beyond. The teacher uses both the SIOP (The Sheltered Instruction Observation Protocol) and CALLA (Cognitive Academic Language Learning Approach) methodologies in order to teach students both literacy-based and content-based information, as well as the strategies that will help them gain better literacy skills.

Many of the ELLs currently in the ESL program are LTELLs (Long Term English Language Learners) and have been serviced for more than three years. Therefore, most students have gained the BICS (Basic Intercommunicative Competency Skills), but are lacking the academic

language needed to pass the NYSESLAT, the English Regents, and other mainstream classes. In order to address this issue, reading and writing will continue to be the central focus of daily learning. This is to be accomplished by the careful creation and execution of lessons that follow the performance indicators from New York State's ESL and ELA Standards. Content areas are taught in English using ESL strategies. Native language support, such as the use of bilingual dictionaries, materials in native language, and strategic homogeneous linguistic grouping, are provided. Independent and group-based tasks are modeled for students daily so that students clearly understand directions. Student interest is maintained by means of diverse project-based activities that give students the opportunity to work both in groups and independently. Project assignments are alternated with process writing tasks which help students improve writing skills through multiple drafts and revisions. Students are assessed using a combination of both traditional and portfolio assessments. We are using READ 180 for our intermediate students. The READ 180 program offers students the opportunity to improve literacy by rotating stations from teacher-centered learning to computer-based learning to independent reading.

At the present time, we have ten students that are SIFE. Eight of these SIFE students are in the advanced ESL class, and two of them are in the Intermediate classes. The instructional plan for the SIFE students is to place them in their appropriate ESL class and match them up with a "buddy" that they will be able to communicate with and share ideas. We will also provide them with accelerated academic and language development by providing additional instructional time during learning strategies which meets zero period, along with our Saturday Academy which begins right before the Regents. We also support them with individualize instruction by appointment with our Literacy Coach.

For all our ELL students, but especially for our Long-Term ELLs and special needs ELLs, we will utilize our Literacy Coach as a push in teacher to support them. Working side by side with the ESL teacher, the coach will utilize bilingual dictionaries, technology enrichments, and the six types of Walqui's scaffolding model. (Modeling, Bridging, Contextualization, Schema building, Text Re-presentation, and Metacognition.) Additionally, they will be provided with additional instructional time during zero period learning strategies and in tutoring sessions after school, along with our Saturday Academy. All ESL students are eligible and encouraged to participate in extracurricular activities such as trips, College Now, and after school programs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

For all our ELL students, but especially for our Long-Term Ells and special needs ELLs, we utilize our Literacy Coach as a push in teacher to support them. Working side by side with the ESL teacher, the coach will utilize bilingual dictionaries, technology enrichments, and the six types of Walqui's scaffolding model. (Modeling, Bridging, Contextualization, Schema building, Text Re-presentation, and Metacognition.) All ELLs are programmed for first period learning strategies where they are supported and tutored in English, Math, and all content areas. Additionally, we have tutoring sessions after school, along with our Saturday Academy. The guidance councillor has weekly meets with all ELL students to support, encourage, and assess their progress. The counselor meets monthly with the students that reached proficiency on the NTSESLAT. There are 6 Dell computers in the ESL classroom used for the Read 180 software component. The classes will be using these computers to do research and for their writing assignments. The ESL classroom also has a Smart Board for interactive learning. Bilingual dictionaries are available in each content area classroom. Content-specific glossaries are placed in all classrooms. For the upcoming year, in our after school enrichment program we are implementing a new multi-media journalism class. The students interact with the Smart Board, video cameras, editing software, and practice their English language skills and writing in an informal environment with the ELL teacher, literacy coach, art teacher, and friends during the

enrichment program. Students take turns operating the cameras, conducting interviews, using digital editing systems and participating in all parts of the process. We will be adapting the EVC's curriculum to meet the ESL standards. This afternoon academy meets twice a week for two hours for forty four weeks. If a student attends at least sixty sessions, and does quality work, he/she will receive an elective credit in journalism. We feel we will draw more students to the afternoon class if they will be able to take ownership of their writing, filming, and editing their work. The ESL teacher offers native language assignments for students in order to maintain the skills and appreciation of their primary language. There are also books for students to read in their native language. The ESL teacher is certified in Spanish and uses this language to help students transfer concepts from Spanish to English to facilitate learning. The students may choose to take a variation of language electives through the use of the Rosetta stone program. We will be holding an open house orientation program for our ELLs during the summer registration. .

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

||Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Queens Academy will offer a full day (7.5 hours) of professional development to our staff in the Spring term on a Saturday. The Assistant Principal of Curriculum, the ESL teacher and the Literacy Coach will facilitate this professional development session. This professional development is offered to all teachers of ELLs. During this professional development the Assistant Principal will target the four and six year cohort of ELLs. We will look at their progress and see where there is need for improvement. We will evaluate our academic intervention strategies and see what is working and what is not. The ELL facilitator will introduce to the teachers strategies to use in the classroom and the Literacy Coach will demonstrate how these strategies can be differentiated for the different levels of ELLs.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Queens Academy's parent coordinator sends a monthly parent newsletter home which is translated for the ELL parents. In this newsletter, the parent coordinator informs the ELL parent's of our school's events, testing, celebrations, and on going ESL workshops given in the local public library. He also facilitated an immigration workshop for the ELL parents. On open school night we request translators to be on site. We also have an open house, other than open school night, where we invite all the ELL parents to share a dinner with us and spotlight their students work. We encourage all ELL parents to attend our school day and week end trips. All school documents are translated and sent home in the preferred language requested. The ELL teachers and guidance counselor keeps close contact with the parents assessing their needs by phone and letters home.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0													0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B													1
	I												2	5
	A												2	2
	P												7	14
READING/WRITING	B													1
	I												4	15
	A												7	6
	P													

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	13			
Math <u>Alegbra</u>	8			
Math				
Biology				
Chemistry				
Earth Science	8			
Living Environment	1			
Physics				
Global History and Geography	9			
US History and Government	13			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

As a transfer school, we check the student’s NYSESLAT and Lab-R scores and then based on their level achieved, we place our ELLs in the appropriate classes. Also, during the interview an initial assessment, which consists of a written essay and a math test, will be conducted by a guidance counselor which are graded by an english and math teacher. A list ELLs are distributed to all content area teachers at the beginning

**Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		