



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **QUEENS ACADEMY HIGH SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **25Q540**

PRINCIPAL: **BEVERLY SHORT** EMAIL: **BSHORT@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **JUAN MENDEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Beverly Short	*Principal or Designee	
Jennifer Squires	*UFT Chapter Leader or Designee	
Sharnell Burke	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Tatiana Burke Ashley White	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Vacancy	Member/Parent	
Sam White	Member/Vice-President/Parent	
Iris Wilson	Member/Parent	
Ruth Bryan	Member/Teacher	
Alexandra Joseph	Member/Counselor	
Frank De Angelis	Member/Teacher	
Derek Phillips	Member/CSA	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **To strengthen the school's guidance program to support student progress and postsecondary readiness, counselors will have provided three college application workshops for students by June, 2012.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **As we reviewed the School Survey, Data from the Comprehensive Information Report, and the College Readiness Metrics of the Progress Report, we noticed there were areas where students needed additional counseling support. Using the NYC School Counseling Frameworks we recognized that while we addressed a number of areas of the three domains, we needed to make improvements in these three domains to strengthen our guidance program to better support our students academically, socially and post-secondarily.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - A) strategies/activities that encompass the needs of identified student subgroups
 - **Counselors will conduct ongoing review of data to inform programming practices to increase student progress and track graduation progress.**
 - **Counselors will facilitate three to five parental workshops to address students' academic and social-emotional needs and post-secondary planning.**
 - **Counselors will conduct at least three classroom lessons to focus on academic planning, personal social development, and career postsecondary planning**
 - **Counselors will collaborate with teachers of the transitions classes to assist students with life after high school transition plan.**
 - B) staff and other resources used to implement these strategies/activities
 - **Counselors are primarily responsible for accomplishing these tasks. However, they collaborate with English teachers who teach our Transitions Class by conducting specific college and career lessons for these students, arranging college trips, etc. The Parent Coordinator, Counselors, and Teachers also work together to plan and present parent workshops. In addition, the Orientation Team meets with parents upon entrance to the school to provide parents and students with information about school expectations.**
 - C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- **We conduct a monthly case conference which allows teachers to discuss students who are not performing well. At the meeting, the counselor serves as a resource for teachers and follows-up with parents when there are overall concerns. The team develops an action plan that is to be reviewed at the next meeting to see if there has been progress or if further intervention is needed. Counselors review students' academic progress at the end of each**

marking period to determine if students are making progress.

D) timeline for implementation.

- **Counselors are required to develop a calendar of activities that will lead them in achieving the goals that have been set. All activities are expected to be accomplished by June 2012 provided there are no budgetary restrictions.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents will receive a monthly newsletter which will keep them apprised of school activities, meetings and events.**
- **Parents will receive communication from the school regarding College and Career Workshops.**
- **Parents will attend Parent Conferences at least twice a year to learn about their child's academic performance.**
- **Parents will meet with counselors to understand and keep apprised of their child's graduation schedule.**
- **Parents will provide their child with the necessary instruments (paper, pens, binders, loose-leaf paper, etc.) for school success.**
- **Parents of newly admitted students who are experiencing difficulties adjusting to the academic demands of the school will meet with the counselors and orientation committee to develop an individualized improvement plan for their children.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **At the present time all schools are required to hire staff from a pool of teachers as defined by the Department of Education. This year we hired two teachers to our school after numerous interviews of several candidates. References were checked and each candidate had to produce a writing sample. If the interviews had been conducted during the school year, we would have had a team of teachers as part of the interviewing team and we would have had the candidate conduct a model lesson.**
- **We have set aside the required 5% of Title I funds for teachers to take courses to become highly qualified. Until we receive the results of the BEDS Survey, we do not know if any teacher does not fall into the category of being highly qualified.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Support from the Network for professional development for Counselors to implement school programs.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **TL Parent Coordinator High School, OTPS – Overtime Admin. - Parent Coordinator – assisting in the development of, attending, presenting at parent workshops; writing parent newsletter, contacting parents to attend meetings, assisting in organizing College trips, attending College trips.**
- **TL FSF, TL Mandated Counseling Shared - Counselors - reviewing students' data, tracking graduation progress, facilitating parental workshops, conducting classroom lessons, collaborating with teachers of the transitions classes to assist students with life after high school transition plan, assisting in the development of, attending, and presenting at parent workshops, contacting parents about students' performance, organizing and attending College trips.**
- **TL FSF, TL Salary Subsidy, TL FSF Legacy Teacher Supplement HS, Title I - Teachers - reviewing students' performance, facilitating parental workshops, conducting classroom lessons, collaborating with counselors of the transitions classes, assisting in the development of, attending, and presenting at parent workshops, contacting parents about students' performance, monitoring newly admitted students for their academic and social progress, and meeting with parents to discuss student's progress.**
- **Title I 1% Funds for Parental Involvement (instructional materials, food) and Fair Student Funding for teacher and guidance counselor per session (Human Resources) will be used to implement this action plan to increase parental involvement.**

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve teachers' feedback to students by having administration review teachers' feedback in students' portfolios at least once a trimester and provide teachers with meaningful written feedback.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was developed as a result of the most recent feedback on the Quality Review as well as the school leadership looking at the type of feedback teachers give to students.

- **Provide consistent, detailed feedback to parents and students with reasons for success while identifying precise next steps for improvement.**
- **Although teachers provide feedback to students about their strengths and needs, they do not consistently explain to them what learning steps they have to pursue to achieve their goals. The school has yet to develop a system for setting and disseminating data informed goals for all subgroups so that teachers can develop additional supports for targeted students.**
- **The school's leadership has noted (by looking at student work) that some teachers do not provide specific next steps to show students how they could**

make progress.

Instructional strategies/activities

A) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

B) strategies/activities that encompass the needs of identified student subgroups

- **Teachers will define team's priorities (in relation to citywide and school goals), create goals (including at least 2 SMART goals), create action plan to achieve those goals and monitor and adjust the goals and plan as needed.**
- **Teachers will provide students and parents with meaningful written feedback and next steps based on an analysis of the interim-assessments.**
- **Teachers use student portfolios for growth giving students feedback about how they can progress.**
- **Teachers will conduct collaborative inquiry process.**
- **Teachers will provide feedback on unit or lesson plans using effective protocols for providing meaningful feedback.**
- **Teachers will share and discuss resources for teaching each course, including related readings, professional articles, exemplary student work samples, online resources, etc.**

C) staff and other resources used to implement these strategies/activities

- **The school created a program to include common planning time for the four core subject areas: English, math, science, and social studies with the purpose to work collaboratively with colleagues to improve the instructional program and to enhance teaching effectiveness. As a professional assignment, teachers meet contractually 5 days a week during the designated Professional Assignment period.**

D) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- **Teachers will create, update and modify interim-assessments, analyze results and create data-informed action plans.**
- **Teachers will provide students and parents with meaningful written feedback and next steps based on an analysis of the interim-assessments.**
- **Teachers will create weekly plan to be shared with administration.**
- **Teachers will create binder to archive group's work.**

E) timeline for implementation.

- **We implemented the systems that are required to accomplish this goal; and we have begun the work toward achieving this goal. However, this will be an ongoing process that will continuously need to be refined.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents will attend Parent Conferences at least twice a year to learn about their child's academic performance.**

- **Parents will also have access to students' data, including course grade, through Datacation.**
- **Parents receive a school initiated progress report which provides them with information about student's progress and concerns before final reports are distributed.**
- **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 will provide their child with the necessary instruments (paper, pens, binders, loose-leaf paper, etc.) for school success.**
- **Parents will serve as active members of the School Leadership Team and help establish school-based policies and recommendations.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **At the present time all schools are required to hire staff from a pool of teachers as defined by the Department of Education. This year we hired two teachers to our school after numerous interviews of several candidates. References were checked and each candidate had to produce a writing sample. If the interviews had been conducted during the school year, we would have had a team of teachers as part of the interviewing team and we would have had the candidate conduct a model lesson.**
- **We have set aside the required 5% of Title I funds for teachers to take courses to become highly qualified. Until we receive the results of the BEDS Survey, we do not know if any teacher does not fall into the category of being highly qualified.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Authentic Education, which is Grant Wiggins' organization**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **TL Parent Coordinator High School, OTPS – Overtime Admin. - Parent Coordinator – contacting parents to attend evening meetings, attending Saturday workshops.**
- **TL FSF, TL Salary Subsidy, TL FSF Legacy Teacher Supplement HS, Title I - Teachers – participating in common planning time to achieve the expectations**
- **TL FSF, Title I - Assistant Principals – to supervise the instructional program to ensure that the goals set forth are accomplished and to provide support to individual and groups of teachers as needed.**
- **Title I 10% Funds will be used to help fund an Assistant Principal position (Human Resources) to implement this action plan.**
- **Fair Student Funding will be used to provide overtime administration (for Human Resources) for the Parent Coordinator for additional outreach to parents.**



ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **To improve teacher quality and effectiveness by providing teachers with a minimum of six frequent feedback sessions by June, 2012.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **This year the NYCDOE's instructional expectations require principals and other school leaders to engage in short, frequent cycles of classroom observation and feedback, using a research-based rubric to serve as a focus for teacher development. In the instructional expectations that have been outlined, schools have been informed to use research-based rubrics, like Charlotte Danielson's *Framework for Teaching*. The DoE provided a script for school leaders to use to introduce teachers to the frameworks in September.**

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response

A) strategies/activities that encompass the needs of identified student subgroups

- **Assistant Principals and Principal conduct frequent feedback sessions of teachers. We use Danielson's Frameworks in these observations, but have not used the words Danielson in our feedback with teachers. The school's leadership foci are on Designing Coherent Instruction, Using Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction.**
- **Assistant Principals and Principal conduct formal and informal observations using a holistic approach to a teacher's instructional practice.**
- **Assistant Principals and Principal meet to review which teachers have been observed, who should observe whom and when, develop plans of assistance for poorly performing teachers, and determines how the Network can support our work with teachers.**
- **Assistant Principals and Principal have given each other feedback regarding the feedback sessions.**
- **Assistant Principals and Principal are noting in our observations if teachers are supporting our ELL and special education students.**

B) staff and other resources used to implement these strategies/activities

- **A school wide system was created (common planning, frequent feedback sessions, observation schedule) to provide support and guidance to teachers to help them achieve this goal.**
- **Teachers implement the recommendations that have been made to improve teaching practices.**

C) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers have a great deal of decision-making power

- **They define team's priorities (in relation to citywide and school goals), create goals (including at least 2 SMART goals), create action plan to achieve those goals and monitor and adjust the goals and plan as needed.**

- They create, update and modify curriculum maps aligned to the State Common Core Learning Standards for each course of study.
- They create, update and modify interim-assessments, analyze results and create data-informed action plans.
- They provide students and parents with meaningful written feedback and next steps based on an analysis of the interim-assessments.
- They conduct collaborative inquiry process.
- They develop and participate in the professional development needed to accomplish departmental and school-wide goals and objectives, including scheduling of peer intervisitations.
- They design, share, assess and revise lessons that achieve course/unit objectives, integrate State Common Core Learning Standards, and promote literacy in the disciplines.
- They provide feedback on unit or lesson plans using effective protocols for providing meaningful feedback.
- They share and discuss resources for teaching each course, including related readings, professional articles, exemplary student work samples, online resources, etc.
- They create a folder of only the best resources for teaching each course and make it available to all through the shared drive on the school's server.
- They read and discuss professional literature, focusing on agreed-upon areas of interest.

D) timeline for implementation.

- We implemented the systems that are required to accomplish this goal; and we have begun the work toward achieving this goal. However, this will be an ongoing process that will continuously need to be refined.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- 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 which will 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- We have set aside the required 5% of Title I funds for teachers to take courses to become highly qualified. Until we receive the results of the BEDS Survey, we do not know if any teacher does not fall into the category of being highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **Professional development provided by in-house staff and support provided by the Network**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Fair Student Funding for Teacher and Assistant Principal per session (for Human Resources) will be used to implement this action plan to improve teacher quality and effectiveness.**
- **Title I 5%funds (for Human Resources) for teachers to take courses to become highly qualified.**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	114	101	97	115		N/A	N/A	N/A
11	109	90	81	106		N/A	N/A	N/A
12	125	104	103	137		N/A	N/A	N/A

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>As the majority of our students are considered at-risk, all students are eligible to participate in the 37 ½ minutes of tutorial sessions, four days a week before school. New parents are informed of this during the orientation meeting and continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We are piloting a make-up work session after school for students who are missing assignments, tests, projects, labs, etc. so they have an opportunity to increase their chance of making progress. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>
Mathematics	<p>As the majority of our students are considered at-risk, all students are eligible to participate in the 37 ½ minutes of tutorial sessions, four days a week before school. New parents are informed of this during the orientation meeting and continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We are piloting a make-up work session after school for students who are missing assignments, tests, projects, labs, etc. so they have an opportunity to increase their chance of making progress. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>
Science	<p>As the majority of our students are considered at-risk, all students are eligible to participate in the 37 ½ minutes of tutorial sessions, four days a week before school. New parents are informed of this during the orientation meeting and continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We are piloting a make-up work session after school for students who are missing assignments, tests, projects, labs, etc. so they have an opportunity to increase their chance of making progress. We will (if budget permits) provide students with Saturday preparation for the Regents. Teachers have given students the opportunity to make-up labs either during the student’s lunch period, if the teacher is free at the same time.</p>

<p>Social Studies</p>	<p>As the majority of our students are considered at-risk, all students are eligible to participate in the 37 ½ minutes of tutorial sessions, four days a week before school. New parents are informed of this during the orientation meeting and continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We are piloting a make-up work session after school for students who are missing assignments, tests, projects, labs, etc. so they have an opportunity to increase their chance of making progress. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Counselors provide one-to-one counseling and small group counseling. Students who require intensive counseling services are referred to outside mental health services.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>NA</p>
<p>At-risk Services provided by the Social Worker</p>	<p>NA</p>
<p>At-risk Health-related Services</p>	<p>Counselors make referrals to outside agencies. The school is working to develop a partnership with CBO to provide in-house services. The Department of Health provides testing and follow-up for STIs. This is done in-house for all students who would like to take part in the testing. Guest speakers come into the school to address specific topics such as HIV, Cancer, and Diabetes. Also, students participate in a health class which offers important information, gives students an opportunity to ask questions and clarify information.</p>

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 will be reviewed jointly by school staff and parents annually in January of each school year. The changes will be updated in the PIP.**

- 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 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.



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 will be 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.

Principal

Parent

Response Plan for Schools In Need of Improvement (SINI)

School DBN: 25Q540

School Name: Queens Academy High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: X Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: X School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In the 2009-2010 school year the graduation goal increased by an aspirational graduation goal of 95%. This was a condition for eligibility for Race to the Top federal funds. Up until that time transfer schools graduation rate increased 1% from year to year making it possible for us to make AYP. In 2009-2010 the graduation rate for each sub group increased significantly. For the all student group the increase was 11%, for Black or African-American group the increase was 12%, and for the economically disadvantaged group the increase was 11%. As a result, since we were not able to make graduate rate, we could no longer use Safe Harbor to make AYP in English and math.

We have struggled with graduation rate as a number of students come to our school needing several Regents exams. In addition to math and English, students often need US History, Global History, and/or a science Regents either because they have not taken the exam or have taken the exam and failed it, Students who have been away from the content for a considerable time need to revisit the content material to prepare for the exam. Many times over, students are frustrated and discouraged because they may have to restudy information they have taken, have test anxiety, or have a fear of failure.

As a transfer high school, all of our students are significantly behind in credits and Regents exams when they enter Queens Academy High School. Likewise, most students exhibit a poor attendance pattern which contributes to a slower rate of progress. Students whose skills, particularly in math and English, are not up to par require intensive remediation which necessitates more time than what is allotted by the State. In addition, the NYSED phased in the passing rate of Regents exams from 55 – 64 to 65 and above for students who entered ninth grade before 2008. Since the group of students in question was still eligible to pass at the 55 – 64 range we found that students who had passed within 55 – 64, were very often satisfied with this grade even though we strongly encouraged students to retake the test to obtain a higher grade. For many of our students who have struggled tremendously, passing Regents exams even with a 55 – 64 is an accomplishment and many do not want to retake an exam which may have already been taken several times, especially since the State accepted the 55-64 as having met graduation requirements. Lastly, student attrition has contributed to the school's inability to make AYP because of a lack of students in the cohort taking the exams when required

to do so. Additionally, we were not able to make AYP in English because we did not have a sufficient number of students remaining in the cohort which would have helped us make AYP.

Despite these barriers, Queens Academy has made progress in math test performance as follows: the math Performance Index has increased in 2007-2008 it was 121 → 2008-2009 it was 131 → 2009-2010 it was 159 and the English Performance Index has increase in 2007-2008 it was 108 → 2008-2009 it was 123 → 2009-2010 it was 153. At the present time our Performance Index is 122 in English and 157 in math which is an increase over where we were last year at this time.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Students will be programmed into a class, smaller in size to better accommodate their needs academically.
 - Students will be notified that they are required to take and pass the math and/or English Regents with a grade of 65 or higher.
 - Students will be required to attend Learning Strategies for Success which is a morning tutorial program which provides individual or small group targeted instruction.
 - Parents will receive written notification and will be invited to a meeting to better understand the importance of taking Regents exams when scheduled, the importance of passing Regents with a score of 65 or higher, attending class regularly, and passing all classes. The ESL teacher will teach an English Regents class for ELL students who have not taken the English Regents or who have scored at a proficiency level one or two.
 - Provide a Saturday Regents Program for the January and June Regents in all Regents ending courses to help increase graduation rate.
 - Provide an afterschool Regents preparation course in English and math to help improve the Performance Index in English and math and increase the graduation rate.
 - Provide professional development for math and English teachers.
 - Use the attendance teacher to reach out to cohort students and parents to increase attendance in these classes; and therefore improve their chances of passing English and math Regents.
 - Use a paraprofessional at each campus to call students the day before the Regents and the morning of the exam to increase the probability of their attending the day of the scheduled exam.
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Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

English and math teachers are 100% highly qualified.

Teachers will participate in professional development by department to share best practices, learn from student work by using a researched based protocol, and analyze and interpret interim assessments to identify areas and skills which need to be taught or re-taught.

Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

At Queens Academy High School teachers use common planning time as follows:

- Create, update and modify interim-assessments, analyze results and create data-informed action plans.
- Analyze and interpret interim assessments to determine which skills or content has to be re-taught.
- Provide students and parents with meaningful written feedback and next steps based on an analysis of the interim-assessments.
- Conduct collaborative inquiry process.

Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

- Parents will receive a simplified letter explaining SINI. Letters will be translated into the parent's preferred native language.
- Parent Coordinator will contact parents to have them attend a meeting and will have correspondence translated into the parent's preferred native language.
- Administration will arrange a meeting with students who are in the cohort and their parents to thoroughly explain their role (attendance, passing classes, taking Regents exams when scheduled, and passing Regents exams with a 65 or better) and the impact this role has on the school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 25	Borough Queens	School Number 540
School Name Queens Academy High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Beverly Short	Assistant Principal Bill Manolios
Coach type here	Coach type here
ESL Teacher Thomas Gattringer	Guidance Counselor Sandra Fabre
Teacher/Subject Area Chris Stahl/Social Studies	Parent type here
Teacher/Subject Area	Parent Coordinator Brandon Alfred
Related Service Provider William Manekas	Other type here
Network Leader Sumita Kaufhold	Other type here

C. 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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	373	Total Number of ELLs	28	ELLs as share of total student population (%)	7.51%
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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. 

1. Students who may be possible ELLs are identified during the orientation process by the certified guidance counselor. Students' transcripts indicate whether or not they have previous schooling experience within the NYC DOE. If a student was previously in a NYC school, we look to see if he/she was enrolled in ESL/TBE/Dual Language classes and whether or not those classes were discontinued due to having passed the NYSESLAT. If there is any record whatsoever on the transcript that the student has taken any such classes, the certified guidance counselor confirms the student's ESL status by checking the HISE report on ATS.

If a student coming to our school is attending a NYC school for his/her very first time, then the guidance counselor gives the Home Language Identification Survey to the parents in their home language to be completed in person during the second session of orientation.

During parent orientations, the certified guidance counselor performs an oral interview to inform parents of the three program choices offered by NYC schools: Dual Language, Transitional Bilingual Education, and Freestanding ESL. She then shows the parent orientation video in the parents' native languages so that parents understand the differences between the three programs. Thereafter, parents are given the choice of which program they prefer. If parents select a program other than Freestanding ESL, we provide for them a list of regional schools that offer the particular program they are interested in. This entire process is completed within one week over two orientation sessions.

We have language support staff to help us through this orientation process. We have a certified guidance counselor and school aide who are fluent in Spanish, and we have content teachers who are fluent in French, Haitian Creole, Hindi, and Punjabi. These staff members are available to perform translations when necessary. If we receive parents who do not speak any of these languages, we do not permit students or children to translate; rather, we make use of Language Resource Translators.

If a student enrolling in our school is coming from a school outside of NYC DOE, and the parent has indicated on the Home Language Identification Survey that a language other than English is spoken at home, then the student is given the Lab-R to determine if he/she is eligible for ESL services. This test is given within the first ten days of the student's enrollment by the certified ESL teacher. One of our highly qualified and experienced school aides runs the Lab-R eligibility report on a weekly basis to verify whether or not there are currently students who need to be tested. Furthermore, all students who are Lab-R eligible who come from Spanish-speaking homes are also given the Spanish Lab-R by the certified ESL teacher to assess native language literacy. Records of students' performances on these tests are kept in the LAP binder, and test copies are submitted to the regional office by the required deadline.

There are several steps taken to annually evaluate ELLs using the NYSESLAT. First, our school is sometimes selected to participate in a field test which is administered several months before the official NYSESLAT. This test assesses students' strengths and weaknesses and also gives students an idea of what they should expect on the actual NYSESLAT. For the bona fide NYSESLAT, a great deal of outreach is performed by the ESL teacher, including phone calls and letters in native languages, to ensure that as many students as

possible are tested in all four sections of the test in a timely fashion, meeting the required testing deadlines. Also, the ESL teacher attends a professional development on the scoring of the writing component of the NYSESLAT and turnkeys that information to instruct an ELA teacher to appropriately score the ELLs' NYSESLAT writing.

The LAP team analyzes the RNMR and RLAT reports in the very beginning of the school year to determine students' ESL levels, the mandated minutes of service each ELL should be programmed for, and the trends in reading/writing and listening/speaking skill sets. Also, the assistant principal uses this data to assemble a school report which is distributed to all teachers. This report includes ELL student identification (including subgroups of ELLs), NYSESLAT levels, home languages, and years of service. The certified ESL teacher also uses these reports to conference with students in order to show them their raw and scaled scores, the reasons for not having tested out of ESL, and the skill sets needed to improve.

2. During the orientation process, the certified guidance counselor conducts an interview with parents explaining the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). The parents are provided with information regarding all three programs, including data about what the research says regarding each particular program. Parents are given the opportunity to ask questions about each different program available for their child. If parents opt for a program other than the Freestanding ESL, then the certified guidance counselor provides the parents with a list of schools in the district that offer the programs they are interested in.

3. The certified ESL teacher mails out continuation, entitlement, and non-entitlement letters to parents in the families' home languages. Copies of these letters are kept in the LAP binder and the certified guidance counselor's records.

The certified guidance counselor requests that parents complete and sign the Parent Survey and Program Selection forms during the orientation process. These forms are provided in the parents' home languages. Forms are kept on file in the certified guidance counselor's records.

4. Parents who are interested in a bilingual program are referred to a listing of bilingual programs in their district by the certified guidance counselor. Students who are identified as ESL are provided with a program which fulfills the requirement for mandated minutes of ESL/ELA instruction.

The certified ESL teacher mails home NYSESLAT Spring Parent Reports, along with Performance Level Indicators, in the fall. This informs parents of NYSESLAT results and student placement. Copies of these reports are kept in the LAP binder.

5. The program choice that parents request most frequently is the Freestanding ESL program. After reviewing Parent Survey and Program Selection forms from the past two years, the overwhelming majority of parents have expressed a preference for Freestanding ESL. The majority of the ELLs transferring into our school are coming from schools that offer Freestanding ESL programs, which is part of the reason for this trend.

6. Our Freestanding ESL program aligns with parents' requests in that there are very few parents requesting other program choices. However, if twenty parents express preference for a Transitional Bilingual Education program for a particular language, then we will go ahead and create a bilingual program. Parents would be notified by phone calls and translated letters if a bilingual program were to open up.

Part III: ELL Demographics

A. ELL Programs

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

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	2
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	15

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	4	1	1	9	2	1	15	3		28
Total	4	1	1	9	2	1	15	3	0	28

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____

Hispanic/Latino:

Native American: ____

White (Non-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												6	15	21
Chinese														0
Russian														0
Bengali												1		1
Urdu														0
Arabic												0		0
Haitian												1		1
French													1	1
Korean												1	2	3
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	10	18	28										

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. The ESL teacher delivers instruction through both self-contained classes, as well as a push-in/pull-out class. The self-contained classes are comprised of an intermediate/beginner cohort as well as an advanced cohort. The grouping of cohort students is determined by the proficiency levels of the previous year's NYSESLAT scores; therefore overall proficiency levels in each class are homogenous.
2. Each individual period of class at our school is 53 minutes. Advanced level ELLs receive one class period of ESL daily, as well as one ELA class daily, totaling 265 minutes per week of both ESL and ELA instruction. Intermediate level ELLs receive a double period block of ESL daily, totaling 530 minutes a week of instruction. Beginner students are combined with the intermediate cohort. Therefore, they receive those 530 minutes. Additionally, they receive 37 minutes of ESL instruction Period 1 four days per week, which provides them a total of 678 minutes a week of ESL instruction.
3. The self-contained ESL classes for all level ELLs are aligned to the curricula for English Language Arts. The ESL teacher is a part of the ELA Common Planning team, along with four other teachers from the ELA Department. He works closely with those other teachers to develop curricula, create assessments, analyze student work, and develop strategies to assist students in developing literacy skills and preparing for high stakes testing. ESL instructional units and lessons are devised according to Understanding by Design principles so that instruction remains goal-oriented, focusing on student development of critical thinking and transferrable skills.

The ESL teacher makes use of various ESL instructional strategies that he has learned through Master's level TESOL classes, as well as QTEL (Quality Teaching of English Learners) and SIOP training (Sheltered Instruction Observation Protocol). Students engage in authentic learning tasks to foster second language acquisition of reading, writing, listening and speaking. Most of our ELLs are proficient in their aural/oral skills but are deficient in their literacy skills. In other words, they have what Jim Cummins refers to as the BICS (Basic Interpersonal Communicative Skills) but lack the CALP (Cognitive Academic Language Proficiency). Therefore, literacy development is a principle instructional goal in all ESL classes.

Similar to the population-at-large here at Queens Academy, most of our ELLs are over-aged and under-credited. Many of the ELLs perceive Queens Academy as a last opportunity to graduate high school. In terms of their concern with school, their greatest focus is on meeting graduation requirements, which includes passing the courses they need for graduation and passing their Regents. Many of the ELLs have already completed their English course requirements. Because these students do not need any additional English (or ESL) credits to graduate, it takes a dedicated effort on part of the ESL counselor and ESL teacher to inform and persuade students of the importance of attending ESL. These two staff members work continuously to motivate students to improve their literacy so they can continue to become lifelong learners. Also, because many of our ELLs have been with the same ESL teacher and counselor now for up to three consecutive years, the ESL counselor and teacher have made concerted efforts to develop a mentoring and counseling relationship with each student, transcending above pure academics.

The ESL classes differ from other English or content classes in various ways. First, the ESL classes are substantially smaller in class size. Lessons are oftentimes connected to multicultural themes which allow students to make personal connections. Students are given more opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing assignments the teacher assigns to students, he provides an annotated model written either by himself or a student. Modeling is a key strategy the teacher embeds into nearly every lesson in order to "show" students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according students' reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes. Struggling students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support. Lower performing students are given ample time and opportunities to complete tasks and catch up to the higher performing ELLs. Portfolios are maintained for all students, and portfolio conferences occur regularly between individual students and the teacher.

Native language support is provided for ELLs in the ESL program in terms of both resources and instruction. Native language resources include bilingual dictionaries, native language glossaries, native language texts, and native language Regents samplers. Students are provided ample opportunities in class to interact in their L1 in order clarify meanings and support lower level ELLs. The teacher also

A. Programming and Scheduling Information

provides opportunities for students to work on native language literacy tasks, including reading literary texts in the L1 and writing in the L1, in order to encourage native language support and to avoid language attrition. The ESL teacher regularly informs students of the importance of being bilingual in the world today and of the real-world advantages of being fluent and literate in two or more languages.

Currently we have one period for “push-in/pull-out.” The program model for push-in or pull-out offers flexibility in terms of meeting both students’ and teachers’ needs. We currently have an ESL student with disabilities who is taking several PLATO online classes and was having trouble reading and focusing independently on the content of the courses. The PLATO teacher requested a conference with the ESL teacher to request that he work one-on-one with the student to help assist him in making the course content comprehensible. The ESL teacher makes use of the student’s L1 (Spanish) to help make the content understandable for this student. As of mid-September the ESL teacher has been working successfully with this student, and the student is very pleased to have such support.

4. ELLs are evaluated in their native languages in several ways. First, the teacher oftentimes asks students during student conferences what they are doing to enrich their L1, whether or not they intend to use/take the Regents in their native languages (and whether or not that would aid them), and whether or not an L1 literary text would enhance understandings of a text that the class is reading. Students are oftentimes given opportunities to use their L1 in the classroom. This promotes clarification in the target language and also gives students the chance to build native language skills in an academic setting. The teacher occasionally offers students opportunities to perform writing tasks in their native language, usually in the form of translating a finished English writing product into their L1. Since the ESL teacher understands Spanish (and is NYS certified in Spanish 7-12) and the majority of students in the ESL classes are of a Spanish L1, the teacher can accurately evaluate many students’ native language skills to a great extent.

5. We currently have six students who are SIFE (Students with Interrupted Formal Education). All of these students struggle with literacy. They benefit greatly from the sheltered ESL classroom where they can explore and use the English language actively and engage in tasks that are within their level of proximal development. However, when these students take part in mainstream classes in which instruction is not always guided and tasks not always scaffolded, these students can fall behind quickly. It is important not only for these ELLs but also

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%			
We receive very few newcomer ELLs (ELLs with 3 or less years of service). Currently, we have three newcomer ELLs, one of which is SIFE, one of which is Special Ed, and one of which has very strong L1 skills (and is transferring those skills to excel in classes). Each of our current newcomer students has very different educational backgrounds.			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

preparing students for the high stakes Regents testing. However, the ESL classroom is still equipped with this valuable program. It is a great resource for newcomers, SIFE, as well as any student who is deficient in literacy or English language skills. We intend to continue using the program for Learning Strategies for Success (extra help) in the mornings for remedial support.

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

10. What new programs or improvements will be considered for the upcoming school year?

11. What programs/services for ELLs will be discontinued and why?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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2. Our school, including the ESL and art programs, works closely with The Latimer Gardens Community Center in Flushing. The parents of ELLs are encouraged to use the community's facilities and engage in activities there which are designed for people of various ages, from young to old.

3. The needs of parents are evaluated through parent-counselor conferences, teacher phone calls, and parent-teacher conferences. Translation Services are requested whenever necessary. Also, we heed special attention to the questions and concerns voiced by ELL parents who attend the Queens Academy parent workshops. The ESL counselor attends these events and is able to assess parents' needs and convey them to the LAP team at the LAP meetings. Upon completion of each workshop, parents are asked to fill out a form, assessing the workshop. These forms are saved by the principal and kept on file. Also, our parent coordinator organizes PTA and School Leadership Team meetings monthly. The principal, amongst other staff members, attends these meetings to assess the needs of parents. Additionally, parents' needs are assessed through completion of the Program Selection Form, in which parents express their preference for the kind of language program they wish for their child to be in. Furthermore, parents' needs are assessed in that they have the opportunity to complete the school's Parent Survey form annually. Lastly, we will also seek to create a separate ESL parent survey so that the LAP team can gather more data on ELL parents' opinions and concerns in regards to the ESL program and the school.

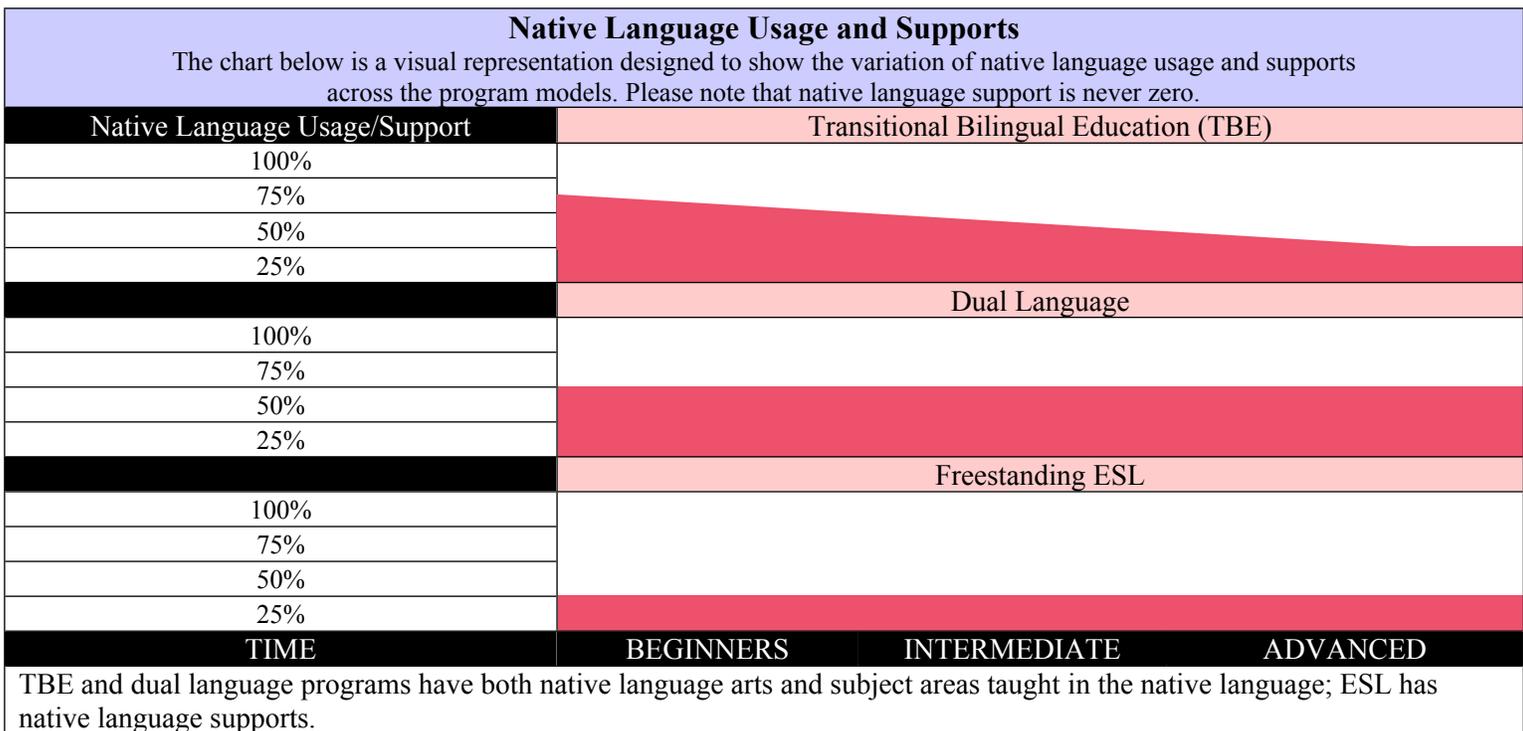
4. Opportunities are provided for parents to become engaged in school activities. However, ELL parents have been known to shy away from heavy involvement due to various factors, some of which include their immigration status, language insecurities, and work schedules. Despite this, we strongly welcome parent involvement, input, and support.

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

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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
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In the past, we have used Title III funds to host a dinner celebration at the school for the parents of ELLs so students can showcase their work. We intend to do that again this year.

Parents are encouraged to chaperone field trips, including the trip to a Broadway play for the ELLs who participate in the ESL after school program.

Parents of ELLs are informed of the latest happenings at the school in that they receive monthly school newsletters, which are translated into home languages by the parent coordinator. Parents are encouraged to read these newsletters so as to keep on top of the latest school news.

For ELL students who appear off-track in terms of academics or attendance, the ESL counselor contacts parents to set up parent-student-counselor-(teacher) conferences to resolve issues. Parents are also contacted on a regular basis by the ESL teacher to inform them of academic and attendance statuses.

2. Our school, including the ESL and art programs, works closely with The Latimer Gardens Community Center in Flushing. The parents of ELLs are encouraged to use the community's facilities and engage in activities there which are designed for people of various ages, from young to old.

3. The needs of parents are evaluated through parent-counselor conferences, teacher phone calls, and parent-teacher conferences. Translation Services are requested whenever necessary. Also, we heed special attention to the questions and concerns voiced by ELL parents who attend the Queens Academy parent workshops. The ESL counselor attends these events and is able to assess parents' needs and convey them to the LAP team at the LAP meetings. Upon completion of each workshop, parents are asked to fill out a form, assessing the workshop. These forms are saved by the principal and kept on file. Also, our parent coordinator organizes PTA and School Leadership Team meetings monthly. The principal, amongst other staff members, attends these meetings to assess the needs of parents. Additionally, parents' needs are assessed through completion of the Program Selection Form, in which parents express their preference for the kind of language program they wish for their child to be in. Furthermore, parents' needs are assessed in that they have the opportunity to complete the school's Parent Survey form annually. Lastly, we will also seek to create a separate ESL parent survey so that the LAP team can gather more data on ELL parents' opinions and concerns in regards to the ESL program and the school.

4. Opportunities are provided for parents to become engaged in school activities. However, ELL parents have been known to shy away from heavy involvement due to various factors, some of which include their immigration status, language insecurities, and work schedules. Despite this, we strongly welcome parent involvement, input, and support.

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	1	1
Intermediate(I)												3	10	13
Advanced (A)												7	7	14
Total	0	0	0	0	0	0	0	0	0	0	0	10	18	28

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B												0	0
	I												0	3
	A												4	3
	P												6	12
READING/ WRITING	B												0	1
	I												3	10
	A												7	7
	P												0	0

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

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

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	19	0	9	0	
Integrated Algebra	3	5	0	5	
Geometry	0	0	0	0	
Algebra 2/Trigonometry	0	0	0	0	
Math	0	0	0	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	2	2	0	1	
Living Environment	3	4	0	2	
Physics	0	0	0	0	
Global History and Geography	4	4	3	1	
US History and Government	3	11	2	6	
Foreign Language	5	0	4	0	
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)									

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
Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Literacy skills are determined through both the Lab-R and the NYSESLAT tests. The results of these exams show whether or not our students are in need of ESL services. Data based on the RNMR and RLAT reports reveal that many of our students reach proficiency on the speaking/listening component of the NYSESLAT; however, many students fall just short of reaching proficiency on the reading/writing component and, therefore, fail to reach overall proficiency. The clear instructional implication from this is that literacy (reading and writing) must be at the forefront of our teaching goals.

2. Last year we had three students who took the Lab-R. All three easily met the passing requirements and, therefore, were not eligible for ESL services. Upon analysis of the RNMR and RLAT reports, it is evident that many of our students are reaching proficient or near-proficient levels in the speaking and listening component; however, very few are reaching the proficiency level in the reading and writing component and are, therefore, failing to test out of ESL.

3. These NYSESLAT results show us that the ESL teacher and content area teachers need to focus their instructional efforts on reading and writing. This is our focus not merely so students pass the NYSESLAT this upcoming spring but rather because literacy is clearly our ELLs' greatest language weakness. Helping them develop and improve reading and writing literacy is the best way our teachers can academically serve our students. This means that ESL instructional units and lessons, as well as those of content areas, should center on providing opportunities for students to build these skills.

4. Overall, students performed better on the Regents when taking the test in their native language; however, there was evidence of exceptions. For example, out of the eight students taking the Global Studies Regents, four took the test in English and four took the test in their native language. Three of the four students taking it in English passed while only one who took it in his/her native language passed. Analysis of the Regents data shows that more than half of ELLs prefer taking the Regents in their native languages. This furthermore shows that we have a good amount of ELLs who have academic L1 skills and are comfortable using them despite the fact that instruction in their content classes is in English.

ELL Periodic Assessments are used predominantly by the ESL teacher to prepare ELLs for the NYSESLAT. Results of the periodic assessment are accessed online by the teacher and used for teacher-student conferences. The ESL teacher shares with the LAP team and school leadership how the students fare on the exam so as to determine student progress in the different skill sets and also to determine whether or not students are adequately prepared for the NYSESLAT test.

6. Based on the Regents data from 2010, the ELLs achieved a passing rate (with scores above 65) of 47% for ELA, 63% for Algebra, 50% for Global Studies, and 58% for US History. Considering the language obstacles- not to mention other hardships our students face- these

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

School Name: Queens Academy High School

School DBN: 25Q540

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Short	Principal		10/26/11
Bill Manolios	Assistant Principal		10/26/11
Brandon Alfred	Parent Coordinator		10/26/11
Thomas Gattringer	ESL Teacher		10/26/11
	Parent		1/1/01
Chris Stahl/ Social Studies	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Fabre	Guidance Counselor		10/26/11
Sumita Kaufhold	Network Leader		10/26/11
William Manekas	Other <u>ELL Specialist</u>		10/26/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q540 **School Name:** Queens Academy High School

Cluster: 01 **Network:** Children First

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.

The assistant principal emails to all staff a copy of the RAPL report from ATS so each staff member knows the preferred spoken and written languages of all parents and so that parents receive communication in the appropriate languages. The certified ESL teacher analyzes the RNMR and RLAT reports in ATS to determine students' ESL statuses and levels. Based on this data, the ESL teacher sends parents the respective continuation, entitlement, and non-entitlement letters in the home languages.

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.

The overwhelming majority of parents who prefer oral and written communication in a language other than English are Hispanic and of a Spanish-speaking background. Also, most of those who expressed a preference to receive written communication in Spanish also preferred spoken communication in Spanish, as well. Therefore, our school's greatest translation need is in reaching these parents in Spanish in terms of both written and oral communication. Despite this, we do have select parents from preferred language backgrounds other than Spanish. The assistant principal sends all staff a copy of the RAPL report of parents' preferred languages so that they can be contacted in the appropriate languages both orally and in writing.

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.

Our school translates all major written communication into parents' preferred languages. This includes all forms that are utilized by the certified guidance counselor during the orientation process, including the Home Language Identification Survey and the Program Selection forms. Progress reports and report cards are translated by our parent coordinator (through outside contracting) before they are mailed home to families. The ESL teacher sends ESL continuation, entitlement, and non-entitlement letters to parents in the home languages (using translation forms on the DOE website). The parent coordinator also has school letters, including the monthly newsletter, translated into home languages. Letters informing parents of parent weekend workshops and major school events are also translated into parents' preferred languages. The ESL teacher and a school secretary both participate in translating letters into Spanish. For letters and written communication in other languages for which forms are not available on the DOE website, outside contracting is used by the parent coordinator.

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.

Oral interpretation services for parents are provided in a multitude of ways. First, we have staff on board who are fluent in Spanish, French, Greek, Haitian Creole, Hindi, and Punjabi. These staff members are available for phone and in-person parent conferencing. Guidance counselors, teachers, and other staff are encouraged to use the DOE Translation Unit for oral translations for languages other than those outlined above. Our staff use this hotline during orientations, parent-teacher conferences, and counselor-parent conferences. Phone call outreach is made via both machine-automated and personal messages in Spanish to reach Hispanic parents. Also, our Spanish speaking guidance counselor is present for parent weekend workshops. During orientation, the Parent Orientation Video is presented to parents in their home language so parents can determine which language program they prefer. We also reach out to Flushing High School staff for assistance with languages such as Korean and Chinese.

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>.

Our school provides parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, including their rights regarding translation and interpretation services. This is given to parents during orientation by the certified guidance counselor. Also, parents receive a letter in their home language that tells them that any document they receive can be translated for them if they cannot have it translated themselves. If more than 10% of the students at our school speak a primary language that is neither English nor a covered language, then we shall obtain from the Translation and Interpretation Unit a translation into such language required forms and appropriate signage. We shall post signage in each of the covered languages indicating the availability of interpretation services to parents in the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Queens Academy High School	DBN: 25Q540
Cluster Leader:	Network Leader: Sumita Kaufhold
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ●9 ✱10 ✱11 ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The supplemental direct instruction program we will implement using the Title III funding is an ELL Enrichment after school program in which students will be taught and led to create the school yearbook. In past years, our gym teacher and tech support staff member collaborated to create the year book on their own with little support and input from students. The LAP team agreed that it would be great if our students could collaborate and work together to document and create what they believe should be the cherished memories of the school year. Offering our ELL students this opportunity to create the yearbook will be an honor for them and will certainly make them feel they play an important role in the school.

The program will be open to all ELLs, including our subgroups of SIFE, Special Ed, and Former ELLs. We ask that all students who choose to participate in the program sign a contract which states they will carry out the commitments necessary for completing the school yearbook project. Part of this contract requires students to commit to attending on a regular basis. A half of an elective credit in Journalism will be provided by the certified guidance counselor to students who attend the program for a total of thirty or more hours. The ESL teacher will have students sign in at each session, and he will keep a record of all sign-in sheets.

This ELL Enrichment program will begin in January and will carry on once a week for twenty-two weeks. The language of instruction will be in English; however, students will be encouraged and supported in their efforts to use their native languages as well. The teachers responsible for coordinating the program are the certified ESL teacher and the certified art teacher.

Various supplies and spending expenses are reflected in the budget to run this program. We will purchase a Mac computer for the ELLs to use so they can easily edit pictures and use the year book software. We will also purchase Photo Shop software for 7 computers in the ESL classroom so that various students can work simultaneously on editing pictures before they are transferred to the Mac computer. Three digital cameras will be purchased so that students can take ownership in capturing special moments at various school events and occasions. Lastly, we allocated budget money for food and snacks because without these, students are very hesitant to stay (based on past experience).

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Last year we hosted two Saturday ESL professional development sessions which amounted to 8 hours total. Since the majority of our staff attended those two sessions and received the required professional development, we will not be offering any specific in-house ESL training this year. Instead, those staff members who did not attend the professional developments last year will attend ESL professional development through the network this year.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Using the Title III funding we are planning three specific ELL parent-related activities, which would be in addition to all other mandated activities for ELL parents, as well as all other school events in which all parents are welcomed. We will have a Saturday ELL parent workshop based around the theme of "How to Be a Successful Immigrant." Then we will have an evening in-school banquet for ELL students to come with their parents to showcase their class portfolios and the year book on which they may have been working. Lastly, we will have a lunch and cinema event for the parents (and students) of ELLs who complete the ELL Enrichment program as a way of honoring their dedication and accomplishment.

The rationale for having these events is that our school hopes to make strides in reaching out more to ELL parents in order to have them become a stronger part of the school community. The events we have planned are meaningful in that they reach parents' socio-political concerns, offer a transparent picture of what their children's learning looks like, and are enjoyable.

The Saturday parent workshop will be three hours on a Saturday in March. The theme will be "How to Be a Successful Immigrant." Topics we intend to cover include the following: the pathway to citizenship, the college application process, and ways for parents to earn their GEDs and learn English. The workshop will be facilitated by the certified guidance counselor, the certified ESL teacher, and the

Part D: Parental Engagement Activities

parent coordinator. The parent coordinator intends to reserve a Spanish-English bilingual consultant who can come to the workshop to speak to the parents about their questions regarding immigration. Parents will be notified through phone calls home by the certified ESL teacher and certified guidance counselor, as well as letters which will be sent out for translation by the parent coordinator before being sent to parents in a timely fashion for the event.

The two hour evening in-school banquet for ELL parents and students will take place in May or June. It will be a time for students to showcase for their parents their portfolios and the work they have achieved in the ESL class. They will also be able to present to their parents the yearbook that the ESL students will have compiled. The Assistant Principal, ESL teacher, guidance counselor, and one other content area teacher will facilitate the event. Parents will once again be informed through phone calls home by the certified ESL teacher and certified guidance counselor, as well as letters which will be sent out for translation by the parent coordinator before being sent to parents.

We will invite students and their parents to attend lunch and a movie theater event upon completion of the ELL Enrichment program as an incentive for students to complete the program, as well to congratulate them on their work. The event will take place in June after the program has ended and before Regents begin. We will survey the students to determine which current film they believe their parents would be most interested in seeing. The ESL teacher and art teacher will coordinate this event. Parents will be notified in the same fashion as noted above for the two previous events.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	4637.47	After school program (2 teachers, 22 weeks, 2hours each session) (2 x \$41.98 x 2 x 22= \$3694.24) Saturday Parent workshop (3 hours): Certified guidance counselor (\$45.13 x 3= \$135.39), Certified ESL teacher (\$41.98 x 3= \$125.94) Evening banquet (2 hours): Assistant Principal (\$43.94 x 2= \$87.88), Certified guidance counselor (\$45.13 x 2= \$90.26), 2 teachers (certified ESL and teacher) (\$41.98 x 2 x 2= \$167.92) Movie theater lunch and outing with

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		parents (4 hours):2 teachers (certified ESL and art teachers) (\$41.98 x 2 x 4= \$335.84)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	4150	iMac (\$1800) 3 digital cameras (\$300) Bilingual dictionaries, bilingual glossaries, native language texts (\$1050) English and native language novels/ literature (\$1000)
Educational Software (Object Code 199)	525	Photo Shop for 7 computers (\$75 x 7= \$525)
Travel		
Other	1870	Matinee movie tickets (20 tickets total for parents, students and 2 teachers) (\$200) Food (\$1670 total):For after school program (\$870), For Saturday parent workshop (\$250), For parent evening banquet (\$300), For parent movie theater outing lunch (\$250)
TOTAL		11182.47