



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS ACADEMY HIGH SCHOOL

DBN (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	
Jenny Squires	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Alisa Gilchrist	Student Representative	
Dari Southerland	Student Representative	
Taylor O’Brien	Student Representative	
Alexandra Joseph	SLT Chairperson	
Irene Arholekas	Member/UFT	
Marguerite Bagarozzi	Member/UFT	
Ruth Bryan	Member/UFT	
Myrtha St. Juste	Member/UFT	
Claribel Nunez	Member/PARENT	
Derisee Small	Member/PARENT	
Miriam Zambrano	Member/PARENT	
Kelly La Salle	Member/PARENT	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To strengthen students' post secondary readiness by supporting their academic progress and their social and emotional growth

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.

A big component of the common core is to prepare students to be college and career ready. As a transfer school, Queens Academy services students with low academic skills. Frequently our students are the first generation to attend post – secondary school. There is an obvious need to strengthen academic support as well as post secondary preparedness process.

- School Survey
- Progress Report
- School Report Card
- SQR (School Quality Review)

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

- After School Workshops, SAT Prep, AM Tutorial, Periodic Career Days, Graduation Advisement Meetings
- Professional Development for staff on the Danielson Framework and other needs
- Retaking regents exams
- Partnering with community organizations
- CCLS – Common Core Learning Standards

B) Staff and other resources used to implement these strategies / activities: teachers, assistant principals, counselors and parents

- Professionals in the various careers fields of interests to our students.
- Conduct interest/career/ personality surveys
- Faculty
- Two College Nights and One Financial Aide Night

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 will gather and read data effectively
- Teacher Created Rubrics
- DY0 –Teacher Created Assessment

- Regents Intervention Plan

D) Timeline for implementation.

- All activities are expected to be in progress by June 2013

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.

- During Orientation, encourage parents to take opportunities to volunteer in our school two to three times during the school year to help in any way possible in the school.
- Offer parents life skills workshops for parents, like financial literacy, health and wellness, defensive driving education, etc.
- Offer parents the opportunity to provide written feedback for post-secondary and expectations for their children.
- Get parent email contact during orientation for the purpose of disseminating SLT minutes, newsletters, progress reports, etc.

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 become highly qualified, in order to achieve this goal.

- Professional Development
- Interview process
- Demonstration lessons with feedback from students present at the lesson
- Mentoring for new teachers
- Writing samples from teachers
- References from former employers

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.

- Department of Health, Mayor’s Office, Board of Elections, League of Women Voters, YMCA, etc.

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.

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 strengthen the school environment by increasing the students' engagement in meaningful academic and social activities

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.

- School Survey
- Progress Report
- Observation Data

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,

- Student Interest Survey
- Integrate school clubs with engaging activities for students.. Clubs would be held after-school and during students' lunch period within the school day.
- Convene a Club Exploration Expo which would introduce students to a smorgasbord of activities, essentially a "hook."
- One major school-wide trip to destinations such as major cities as Philadelphia, Washington DC, Boston, etc.
- School-wide newsletter bimonthly and/or Face book page for announcements of events and scheduled activities
- Student-to-student mentor or buddy system

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

- Teachers
- Support staff
- Parent volunteers
- Guidance Counselors
- Assistant Principals
- Principal

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

- Teacher interest survey
- Sub-committees within school to work on implementation of each activities
- Parents and PTA

- Inter-visitation teachers from one campus to communicate goals and ask for feedback to the other campus
- COSAs and Student Councils from both campuses will collaborate and meet at least once a month to exchange ideas (e.g. “blended student council”)

D) Timeline for implementation

- All activities are expected to be in progress by June 2013.

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.

- Ensure communications sent home are done in target languages for parental involvement, at minimum in Spanish and Haitian-Creole. With advanced notice other foreign languages will be sent to the DOE to be translated
- Elicit from parents their preferred language of communication to conduct meetings with interpreters
- Monthly Parents’ Newsletter
- Good News phone calls to encourage parent involvement
- Offer parents life-skills workshops such as financial literacy, health and wellness, defensive driving education, etc.

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 become highly qualified, in order to achieve this goal.

- Professional Development
- Interview process
- Demonstration lessons with feedback from students present at the lesson
- Mentoring for new teachers
- Writing samples from teachers
- References from former employers

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.

- School community
- PTA
- SLT team
- Outside not-for-profit agencies

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.
- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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 strengthen staff proficiency by providing professional development on all levels through administrative and instructional lead support as well as that of external professional constituencies.

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.

- Staff Professional Development Surveys
- Data reports including the New York State Regents Examination results, the Teachers' Scholarship Report, the Progress Report
- Observation Data

Instructional strategies/activities

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

- Professional development of staff geared toward targeted student subgroups such as ELL, Special Education and Male Leadership Group.
- Sharing of student work during common planning time
- Danielson Framework
- Develop an inter-disciplinary program
- Inter-visitation and walk-through both in-house and externally
- Opportunities for counselors and physical education faculty to interact with each other and with faculty in the disciplines during common planning sessions
- Professional development for administrators and support staff

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

- Instructional Leads
- Network support
- Conferences and workshops when available
- Webinars on topics of interest
- Team building

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

- Design your own assessments (DYO)
- Inquiry grading
- Common planning time to evaluate effectiveness of the student assessments

- Common planning time to modify the assessments based on student data

D) Timeline for implementation

- All activities are expected to be in progress by June 2013

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.

- Encourage parents to share information on the personal profile and learning styles of their students with the faculty—information that may not be readily apparent within the academic record
- Take your parents to school activities
- Student teaching parent activities

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 become highly qualified, in order to achieve this goal.

- Professional Development
- Interview process
- Demonstration lessons with feedback from students present at the lesson
- Mentoring for new teachers
- Writing samples from teachers
- References from former employers

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.
- Common Core Institutes
- Family Health Incorporated/360 and CFN 511
- Webinars
- Eskolta

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.
- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- To strengthen constituency involvement through activities and services for members of the entire school community.

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.

- School Survey
- Attendance records for school functions as well as for the regular school day program
- School Quality Review (SQR)
- Student Survey Data
- Meetings with Student Council et al
- School Improvement Team
- School Leadership Team

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

- School spirit products such as shirts, pens, pencils, sold through a school-operated store or local vendors
- Student Luncheons with administration, staff and faculty
- Student Award Celebrations
- Good News Phone Calls to Parents
- Developing Effective Professional Learning Communities
- Annual Field Day
- Staff Retreat Day

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

- School Improvement Team
- PTA
- School Leadership Team

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

- Development of surveys for all constituencies
- Data study for event/activity attendance/participation and permutations thereof

- Involvement of various school personnel toward the implementation of said strategies and activities
- Meeting with various members for feedback
- Meeting with the School Improvement Team
- Review of ORRS Reports
- Review of Report Card Comment Codes

D) Timeline for implementation

- All activities are expected to be in progress by June 2013.

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.
- Translators for meetings
- Chaperones for trips and events
- Parents as Partners

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.

- Professional Development
- Interview process
- Demonstration lessons with feedback from students present at the lesson
- Mentoring for new teachers
- Writing samples from teachers
- References from former employers

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.
- Coordination with area post-secondary institutions
- New York Cares
- Service agencies such as police, fire, Long Island Blood Donors, Women’s Leadership Day, Dress Gala
- Additional government agencies such as Summer Youth, Queensborough Public Library
- Internships
- Read Across America
- Veterans Administration

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.
- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Name of Academic Intervention Services (AIS)	Description
ELA	<p>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. Continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We have identified students who have 66% attendance or better and these students will be programmed for AIS services. Students who have less than 66% attendance may still attend AIS services, but our goal is to improve their attendance to determine if the academic issues are a result of attendance or academic deficits. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>
Mathematics	<p>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. Continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We have identified students who have 66% attendance or better and these students will be programmed for AIS services. Students who have less than 66% attendance may still attend AIS services, but our goal is to improve their attendance to determine if the academic issues are a result of attendance or academic deficits. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>
Science	<p>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. Continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We have identified students who have 66% attendance or better and these students will be programmed for AIS services. Students who have less than 66% attendance may still attend AIS services, but our goal is to improve their attendance to determine if the academic issues are a result of attendance or academic deficits. We will (if budget permits) provide students with Saturday preparation for the Regents.</p>

<p>Social Studies</p>	<p>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. Continuing students are informed by their teachers and parents receive written communication when a student is falling behind. We have identified students who have 66% attendance or better and these students will be programmed for AIS services. Students who have less than 66% attendance may still attend AIS services, but our goal is to improve their attendance to determine if the academic issues are a result of attendance or academic deficits. 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>N/A</p>
<p>At-risk Services provided by the Social Worker</p>	<p>N/A</p>
<p>At-risk Health-related Services</p>	<p>Counselors make referrals to outside agencies. 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>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

CAN BE LAST YEARS BUT MUST BE UPDATED (TO BE UPDATED AT OUR FEBRUARY SLT MEETING)

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 Push-In												2	2	4
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 for all students who are behind level in terms of literacy to be given opportunities to progress with academic learning. The ESL teacher works closely with the Global Studies teacher, amongst others, to provide instructional strategies so that she can reach these students. In addition, our ESL professional developments of both last year and this year have a strong focus on ESL instructional strategies for the content area classes with the goal being that content teachers can learn to better differentiate course material to ELLs.

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 newcomers has very different educational backgrounds, as well as educational needs. Our plan is to strongly encourage our SIFE newcomer to work closely with the ESL teacher during our extra help period so that he receives extra support, guidance, and remediation which can help him complete classwork for his content classes. The Special Ed student is receiving one-on-one pull-out instruction with the ESL teacher to help with his processing and language obstacles (including a stuttering disability). The newcomer with strong L1 skills has been capitalizing on opportunities transferring her linguistic skills in her L1 to learn and study in English. The ESL teacher offers her opportunities to read texts in her L1 to supplement and clarify in-class literature. Also, she prepares for the Regents content by studying from past exams in her native language. Although transferring skills is making SLA (second language acquisition) easier for her, building vocabulary is a necessary focus for her in order to further SLA.

Two years ago the school purchased the Read 180 program. This program is designed for students to improve their literacy by taking part in a three-phase class rotation, including one rotation of teacher-based remedial instruction with high-interest, low-level texts, one rotation of interactive software multimedia (on the computers) which differentiates learning through reading comprehension, spelling, and grammar activities, and lastly one rotation of independent reading based on specified lexile reading levels. We are not using the Read 180 program as a class anymore because it did not entirely match all of our students’ educational needs and learning preferences nor was it directly 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.

Our plan for serving ELLs of four to six years is to prepare them to become stronger in their reading and writing language skills. This means they should be targeting a level of language acquisition which permits them to depend less on the ESL instructional scaffolds and to

A. Programming and Scheduling Information

take on a more independent role of learning. Our plan is to prepare these students to take their language skills which they have developed through ESL and to have them prepare to pass their Regents, as well as the NYSESLAT. Because language skills can fossilize after this period of language development, we plan to help our ELLs in this category reach high school level testing standards. The sooner they can gain language skills to meet graduation requirements, the less likely we will have LTELLs who feel they cannot complete high school because the Regents are too difficult for them. Another consequence of this is that many LTELLs eventually become LTAs because of their frustrations with not being able to succeed on the Regents.

Most of our LTELLs are struggling to graduate because of the Regents. Some have become LTAs because they feel defeated and that they will never be able to pass one particular or several different Regents. It is hard to encourage a student who has taken a particular Regents many times and has given it one-hundred percent every time just to find out again that he/she failed yet again. Many of these students think it is unfair that there are not RCT-style tests available for ELLs. In any case, our plan is to differentiate instruction so as to focus on students' weaknesses so they can pass the Regents and meet all graduation requirements. We will do our best to perform outreach and motivate students to attend school regularly and not give up.

6. We have two ELLs with disabilities. One of those ELLs simply needs to pass a Global Regents to meet her graduation requirement. She prefers learning alone. The ESL classroom is well-equipped with resources available to her. We have seven Dell computers for her to use. She is able to review past exams online, review key concepts, events, and themes by accessing various educational websites, and also she has the ESL teacher (who has previous experience teaching high school Global Studies) as a key resource. She is also offered the opportunity to come to extra help in the mornings for additional support. The Global Studies teacher is currently in the midst of coordinating assignments with the ESL teacher so that this student has additional opportunities in the ESL classroom to develop knowledge and skills in Global history. Our other Special Ed ELL student is making strides with his online classes by working one-on-one with the ESL teacher during his push-in/pull-out period. The ESL teacher is also taking block time from the double-period ESL class to prepare this student for the RCTs he will be taking in January. The teacher is reviewing key concepts, events, and themes, as well as past RCT exams, with the student.

7. The push-in/pull-out period class which the ESL teacher has provides a great amount of flexibility in reaching the needs of ELLs, especially those with disabilities. The ESL teacher has the opportunity to conference with other teachers, jointly assess students' skill levels, plan interventions, and collaboratively design scaffolded tasks.

Currently, we only have two ELL-SWDs (Students with Disabilities). The ESL teacher is working with one of them one-on-one during the push-in/pull-out period. This student gets distracted very easily being around peers. However, working one-on-one without distractions, along with having clear goals which he feels confident he can achieve, has had a great effect on his learning curve, as well as attitude.

Courses Taught in Languages Other than English ⓘ

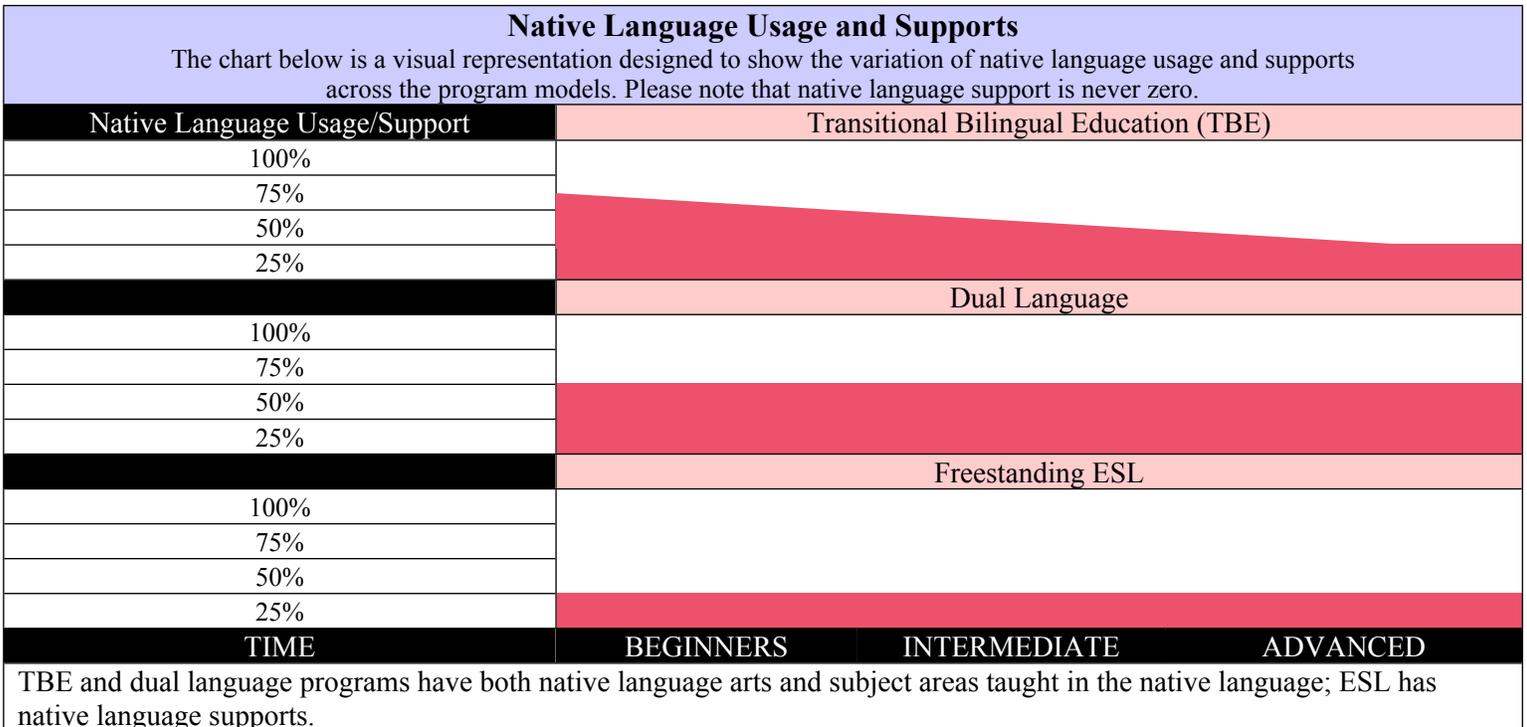
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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



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?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The ESL teacher conferences with various content area teachers in order to create interventions to help support the ELLs. Some of these conferences are initiated by the ESL teacher when he realizes that a particular student is struggling in a subject. These assessments are based on ARIS data, report cards, or what the student shares during a student conference. Sometimes teacher conferences are prompted by the content area teachers who confront the ESL teacher requesting useful instructional strategies or permission for students to take time from a block class to support and guide students in completing assignments.

The LAP team meets bi-monthly to examine the issues that face our ELLs. We look over transcripts, report cards, progress reports, cut reports, and testing data to assess how our ELLs are performing and determine the interventions necessary. We will seek to adopt a mentoring system in which each member of the LAP team "adopts" a student to look after, motivate, and perform appropriate outreach to keep on track. Therefore, it is not only about the ESL teacher initiating interventions but rather the whole LAP team.

There are other interventions in place to assist content area teachers in working with their ELLs. The school has case conference meetings once a month, in which all content area teachers can come together to discuss and develop interventions for specific students, including ELLs. This is an opportunity for content area teachers who are not on the LAP team to discuss the needs and struggles of ELLs with our certified guidance counselors and other certified teachers. Furthermore, the LAP team intends to develop a survey which will ask staff what specifically they would like the in-house ESL professional development sessions to cover. The LAP team will review staff preferences and work to develop meaningful professional developments for them. One critical part of these professional developments will be to assist content area teachers in implementing native language resources in the classroom.

ELLs are encouraged by the ESL teacher to attend extra help in the mornings in order to receive additional support in ELA, Math, Science, and Social Studies. Students have the opportunity here to work with a teacher who is not necessarily their teacher for the particular class for which they have work to complete. Many ELLs spend additional time both before and after school in the ESL classroom because of its rich supply of resources, including computers which can be used for research and completion of online classes. Students make use of English language resources, as well as native language resources, including bilingual dictionaries, native language glossaries, native language texts, native language literature, and native language Regents exams. The ESL teacher consistently motivates students to make use of all of these resources.

9. In order to increase the number of ELLs reaching proficiency on the NYSESLAT, the ESL teacher conferences with students to review the RNMR and RLAT reports (and conversion charts) and show students what areas they need to improve upon in order to reach proficient levels in both assessment areas of the test. Also, the ESL teacher reviews past examinations, as well as the periodic formative assessments, so students know what to expect and what to prepare for. Since the test is only given annually and is not aligned to the school's ELA curricula per se, the test is decontextualized and can be tricky for students. Therefore, it is necessary we make strong efforts to prepare our ELLs for the content and assessment of this test so they are fully prepared to do as best they can.

Former ELLs who have tested out of ESL continue to receive full testing accommodations for a period of two years after having passed out of ESL. Regents testing accommodations include time-and-a-half, bilingual one-to-one translation dictionaries, a separate testing room from non-ELLs, and three oral readings for the Part 1 listening section of the ELA Regents. The certified ESL teacher ensures that these

testing accommodations are planned for and provided for each Regents examination session.

10. We have considered several new programs and services for our ELLs this year. First, we are considering utilizing some of our Title III funds to offer a parent workshop focused on ELLs. Currently, our school intends to offer four thematic workshops to parents of all Queens Academy students. Now we plan to initiate a workshop specifically designed for the ELL parents. The LAP team has discussed the idea of parents having the opportunity to bring in traditional plates from their native countries as a way to embrace and welcome the spirit of diversity.

Every spring, Queens Academy uses part of its Title III funds to run an ESL after-school program which is held bi-weekly. Last year our students created documentary films using Final Cut digital editing software. This year we will either keep this same kind of program or have the ELL students work to create the Queens Academy High School yearbook. Either program will be a great honor for our ELLs.

11. The Read 180 instructional program has been discontinued as a class. Although the program is a great resource and offers students opportunities to improve their literacy, it also has its limitations. The program is very structured and fixed and offers very few opportunities for student-based learning. Students would come to class daily knowing the routine. Some were content with the program and saw its advantages; however, most eventually began to see the program as being very disconnected from what they needed in order to meet Regents and graduation goals. Another reason for discontinuation is that many ELLs from last year are in ESL again, and it seems that it makes more sense for learning to continue in new, dynamic ways rather than resorting to the same fixed non-communicative learning program which the students had already fully experienced. Furthermore, the data in the SAM (Student Achievement Manager) reports from the Read 180 program revealed inconsistent and mixed levels of progress in terms of literacy competencies and lexile level growth.

12. ELLs, along with the parents/guardians of ELLs, are encouraged to participate in all school activities that are afforded to the school population at-large. Students are encouraged to participate in extra help, field trips, College Now, sports teams/clubs, and award assemblies. Parents of ELLs are invited to attend parent-teacher open houses, parent workshops, and field trips. They are also encouraged to join our School Leadership Team, which meets monthly throughout the year.

During the spring we have an ESL after school program which meets bi-weekly. Students engage in student-driven authentic learning in order to foster the development of English language skills. Meals are provided for students so as to encourage them to stay regularly and create a meaningful sense of school community.

Some Title III funds are used to run the ELL Academy. These are several weekend sessions before the ELA Regents is held in order to help ELL students prepare as much as possible to perform well on the state test.

13. The ESL classroom is an environment which provides ELLs with a great range of resources. There is a Smart Board, seven DELL computers, a Mac computer, several video cameras, leveled books, Read 180 software and library of books, dictionaries, bilingual dictionaries, and past Regents examinations in English and native languages.

In each content area class, ELLs should have access to both English and native language dictionaries, as well as native language glossaries (and in some classes, bilingual textbooks). In addition, content area teachers make use of a wide variety of instructional materials, including Smart Boards, computers, and adapted texts, all of which can be used to differentiate instruction for ELLs.

14. Native language support is provided in that students have opportunities to learn and develop their L1 skills in the ESL classroom through communication, clarification and recasting, and specific assignments intended to promote L1 literacy. Students are encouraged to take advantage of native language Regents tests to show their mastery of content knowledge. Also, students are motivated to take the Foreign Language Regents as a way of earning required Foreign Language credits.

We intend to use some Title III funding to develop a library of native language literary texts to promote L1 literacy and foster transferrable literacy skills.

15. Resources and support do correspond to age and grade levels. One of the reasons for abandoning the Read 180 program as a class was for the very reason that it did not completely correspond to students' ages and grade levels. There was a discrepancy between the levels in that program and the required levels for passing the NYS ELA Regents. Rather, the ESL approach now is to focus on higher level texts

comparable to material from the Regents and to utilize effective ESL instructional strategies to make those texts comprehensible and meaningful for students.

16. Since we had no newly enrolled ELLs before the beginning of the school year, we did not offer any sort of welcoming event or orientation for such students. However, we will seek to have such an event before the next school year.

17. ELLs are offered the opportunity to take Spanish classes for Foreign Language credits and, in certain cases, improve native language skills.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teacher will be attending several professional developments throughout the year, including three sessions of the ELL Institute, for which the focus this year is the Common Core Standards and aligning ESL instruction to those standards. One of our school's professional goals this year is to align curricula and assessments across all content areas with the Common Core Standards; therefore, this professional development should be very useful and should aid in further developing the ESL curricula. The ESL teacher will also attend the NYSESLAT writing assessment professional development in the spring. He seeks to also attend other non-DOE weekend workshops hosted by BETAC and Columbia University.

3. 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.

E. Parental Involvement

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

1. Parents are strongly encouraged to participate as stakeholders in the school and their children's education. All parents, including those of ELLs, are encouraged to attend our four thematic-based parent workshops which are held on Saturdays throughout the year. Translated letters are sent out in the home languages to inform parents of these workshops. These events provide parents with the opportunity to raise their questions and concerns regarding the school and their child's learning. Parents are also motivated to attend parent-teacher open houses in the fall and spring so they can become acquainted with each of their child's teachers and review the work being done in each class.

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
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 Test)								
Chinese Reading Test								

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

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

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 statistics should be highlighted as commendable. Although only two students reached proficiency on the NYSESLAT, half of our ELLs received advanced placement. One last noteworthy success worth sharing here is that the students with three highest GPAs (amongst both campuses) of the graduating class of the 2010-2011 school year were ELLs who are now college-bound.

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.