



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS HIGH SCHOOL OF TEACHING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 26Q566

PRINCIPAL: JAE CHO

EMAIL: JCHO3@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.

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
Jae Cho	*Principal or Designee	
Bea Villalon	*UFT Chapter Leader or Designee	
Sandra Dastagirzada	*PA/PTA President or Designated Co-President	
Monica Sampedro	DC 37 Representative, if applicable	
Amanda Dastagirzada	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Roni Grunwald	Member/Teacher	
Angie Buchalski	Member/Teacher	
Colin Healy	Member/Teacher	
Taneish Graham	Member/Parent	
Debra Lowe	Member/Parent	
Kathy McCord	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

The Queens High School of Teaching will have Common Core aligned curriculum maps and units of study for the core content areas.

Comprehensive needs assessment

- The implementation of the Common Core Learning Standards (CCLS) is an expectation of all schools. Upon examination of our school practices we determined a need to modify our curriculum maps as well as our unit plans to consistently reflect adoption of the CCLS.
- Our leadership team conducted an analysis of planning documents across the school community and uncovered a need for more uniformity around curriculum design to ensure a rigorous and engaging learning experience for all students.

Instructional strategies/activities

- a) Professional Development will be aligned for content teams throughout the school year to ensure collaboration around common core curriculum work
- b) We will work with an AUSSIE math coach to help develop common core aligned curriculum maps and units of study for our Algebra teachers
- c) We will work with an ISA math coach to help develop common core aligned curriculum maps and units of study for our Geometry and Advanced Algebra Teachers
- d) We will work with CPET to develop common core aligned curriculum maps and units of study, with Social Studies and English teachers
- e) We will work with an ISA Science coach to help develop common core aligned curriculum maps and units of study for our Science teachers
- f) We will facilitate workshops around the common core curriculum with parents
- g) Teachers will submit curriculum maps and unit plans to the AP of their PLC for feedback

Strategies to increase parental involvement

- We will design a comprehensive PD plan that aligns our school wide goals of instruction (CCLS and instructional framework)
- Administration, Teachers and the Parent Coordinator will attend regular PTA meetings to discuss CCLS and ongoing professional development work with parents
- A Parent Leadership Conference will be held in Jan 2013 to inform parents of the new common core learning standards expectations

Budget and resources alignment

- 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.

 x Tax Levy Title I Title IIA Title III x Grants x Other

If other is selected describe here:

NYSTL

Service and program coordination

- The principal and assistant principals will work closely with the instructional coaches and teachers
- Teacher training and professional development – TL FSF HS
- About \$10K will be allocated for professional development work with grade level teams and team facilitators to support this work ARRA RTTT CITYWIDE INSTRUCTIONAL EXP
- Use NYSTL allocation to purchase resources – TL NYSTL TEXTBOOK HS
- Tortilla Silcox Grant through ISA for professional development – Grants
- Curriculum Development and Instructional Coaching – TLFSF

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

- Continue to develop Cross Community QHST School Wide Instructional Framework in line with the Citywide Instructional Expectations

Comprehensive needs assessment

- Although clearly established learning goals and assessments are taking place across various classrooms, a school wide instructional framework that aligns the Common Core Learning Standards (CCLS) and the Danielson framework will allow for better student outcomes. Taking our established framework from 2011-2012, QHST has set the stage to have consistent instructional practice from classroom to classroom.

Instructional strategies/activities

- A comprehensive PD plan for the year will provide a focus on one aspect of the instructional framework through the use of monthly themes.
- As outlined by the PD plan, during each mandated PD day and faculty meetings, we will devote time to aligning instructional practice at QHST with research based instructional frameworks
- The developed QHST specific instructional framework will be modified and enhanced on an ongoing basis
- Observations and feedback will reflect alignment to agreed upon competencies
- AP's will attend PD throughout the school year offered by our CFN network to implement instructional competencies at QHST
- QHST will have "curriculum week" during the summer to support the instructional initiatives around the framework and CCLS
- We will introduce the goal assessment loop instructional strategy involving learning goals, assessment and reflections
- Principal, APs and Team Facilitators will facilitate learning walkthroughs to share best practice and align our focus around the identified instructional goals

Strategies to increase parental involvement

- SLT Walkthrough of classrooms
- Presentation at PTA meetings by principal and administrators

Budget and resources alignment

- 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:

Service and program coordination

- About \$12K will be allocated for professional development work with grade level teams and team facilitators to support this work TL FSF
 - 50 days of coaching services will be provided by ISA in all content areas – funded through Tortilla Silcox Grant
- Network instructional achievement coach will work closely with assistant principals to develop this framework – TL Children First Network Support HS

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

We will build strong systems and structures for Drop Everything and Read (DEAR) program

Comprehensive needs assessment

- The CCLS places a significant emphasis on literacy. We believe an increase in literacy skills will improve performance in all core content areas.

Instructional strategies/activities

- QHST staff will develop professional development sessions in August and facilitate this for each Small Learning Community
- We will develop a DEAR sourcebook that provides activity guides and resources for teachers
- We will restructure how students obtain books for DEAR by housing DEAR books in ELA classrooms.
- ELA teachers will help students select books
- During freshmen orientation, students and parents will be informed about our DEAR practice
- The summer bridge program will embed DEAR as part of their curriculum
- Best practice around DEAR will be shared at faculty meetings and PD days
- We will participate in walkthroughs of DEAR classes and purchase new books at the end of the year

Strategies to increase parental involvement

- DEAR practice will be shared with parents during freshmen orientation
- We will look to hold a workshop with parents around how to support the important work of silent sustained reading

Budget and resources alignment

- 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.

 x Tax Levy Title I Title IIA Title III Grants x Other

If other is selected describe here: NYSTL

Service and program coordination

- We will allocate funds to purchase DEAR books - ~\$10000 TL NYSTL TEXTBOOKS
- We have set aside funds to compensate teachers for planning and facilitating DEAR PD (TL)

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

We will continue to have data above the city average around special education graduation rates.

Comprehensive needs assessment

- We have a significant number of students with IEPs and with the citywide special education reform initiative, we need to maintain a focus with this sub-group.

Instructional strategies/activities

- Our comprehensive professional development plan will provide opportunities for collaboration and best practice sharing amongst our special education teachers.
- Our special education teachers will continue to be incorporated into the interdisciplinary grade level content team meetings
- Our new Assistant Principal has an extensive knowledge of Special Education and will coordinate and facilitate professional development sessions
- The network and state will provide “technical assistance” workshops on IEP writing
- We will host a separate open house for students with IEPs so parents and students are informed about our ICT practice
- We will continue to have shared instruction inclusion events with our District 75 program
- We will continue to host events for special education coaches and networks across the city

Strategies to increase parental involvement

- We will host a separate open house for students with IEPs so parents and students are informed about our ICT practice

Budget and resources alignment

- 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: ARRA CTTT CITYWIDE

Service and program coordination

Funds have been allocated for PD sessions using TL FSF HS, ARRA RTTT CITYWIDE

Special Ed Textbooks and resource guides – TL NYSTL TEXBOOKS

ISA Coaches will work to align curriculum with CCLS – funded through Institute for Student Achievement (ISA) partner

Network Achievement Coach and Student Services manager will work with Special Ed AP to improve Sped practice - TL Children First Network Support HS

ANNUAL GOAL #5 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 #5

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

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.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- 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:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Sophomore Academic Intervention The Sophomore Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, Sophomore GLT teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the Sophomore AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC’s NYS Regents Preparation Workshops SLC’s NYS Regents Preparation Workshops will supplement our students’ classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be</p>	Small group, tutoring and one to one	Before or after school

announced in line with the timeframes mentioned above.

Junior Cohort Academic Club of Excellence (ACE)

The burden of class work can be overwhelming for anyone. ACE provides an opportunity for students to get some extra help! Whether you need help in English, Algebra 2, Advanced Algebra and Trigonometry, Chemistry, American History or just need a quiet space to complete projects or assignments, ACE is the place for you. The Montessori Junior Teachers are eagerly waiting to support you.

The Writing Center

The Writing Center is a club that gives students the opportunity to practice creative writing and share their work with other students. Students who enjoy writing poetry or short fiction are invited to join us, once a week. This year we are meeting on Fridays at 7:30 a.m. in Room 327 (subject to change). We will publish a literary magazine (in print and online), and have readings from time to time.

SLC Freshman Center

The Montessori Freshmen Team has opened the “Freshmen Center” after school on Tuesdays and Thursdays from 2:30 PM to 3:30 PM, beginning December 7th. This center will be open to any Montessori freshman who needs to work on or needs help with a specific assignment. Teachers, student teachers and experienced tutors will be on hand to provide assistance. Students attending must bring any materials required to complete tasks as well as their DEAR book

This center will be *mandated* for students who fail to complete and turn in homework, projects class work

	<p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30</p> <p>Arista students tutor Monday-Thursday from 7:30-9:30 in room 328</p> <p>Groups of struggling 9th graders are identified by grade team and given academic counseling by our guidance intern</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
Mathematics	<p>Sophomore Academic Intervention The Sophomore Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, Sophomore GLT teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the Sophomore AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p>		

	<p>SLC's NYS Regents Preparation Workshops SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>Junior Cohort Academic Club of Excellence (ACE) The burden of class work can be overwhelming for anyone. ACE provides an opportunity for students to get some extra help! Whether you need help in English, Algebra 2, Advanced Algebra and Trigonometry, Chemistry, American History or just need a quiet space to complete projects or assignments, ACE is the place for you. The Montessori Junior Teachers are eagerly waiting to support you.</p> <p>The Writing Center The Writing Center is a club that gives students the opportunity to practice creative writing and share their work with other students. Students who enjoy writing poetry or short fiction are invited to join us, once a week. This year we are meeting on Fridays at 7:30 a.m. in Room 327 (subject to change). We will publish a literary magazine (in print and online), and have readings from time to time.</p> <p>SLC Freshman Center The Montessori Freshmen Team has opened the "Freshmen Center" after school on Tuesdays and Thursdays from 2:30 PM to 3:30 PM, beginning December 7th. This center will be open to any Montessori freshman who needs to work on or</p>		
--	---	--	--

	<p>needs help with a specific assignment. Teachers, student teachers and experienced tutors will be on hand to provide assistance. Students attending must bring any materials required to complete tasks as well as their DEAR book</p> <p>This center will be <i>mandated</i> for students who fail to complete and turn in homework, projects class work</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30 (Deb);</p> <p>Arista students tutor Monday-Thursday from 7:30-9:30 in room 328</p> <p>Groups of struggling 9th graders are identified by grade team and given academic counseling by our guidance intern, Connie;</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
Science	<p>Sophomore Academic Intervention The Sophomore Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, Sophomore GLT teachers are available to provide support,</p>		

	<p>guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the Sophomore AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>Junior Cohort Academic Club of Excellence (ACE) The burden of class work can be overwhelming for anyone. ACE provides an opportunity for students to get some extra help! Whether you need help in English, Algebra 2, Advanced Algebra and Trigonometry, Chemistry, American History or just need a quiet space to complete projects or assignments, ACE is the place for you. The Montessori Junior Teachers are eagerly waiting to support you.</p> <p>The Writing Center The Writing Center is a club that gives students the opportunity to practice creative writing and share their work with other students. Students who enjoy writing poetry or short fiction are invited to join us,</p>		
--	--	--	--

	<p>once a week. This year we are meeting on Fridays at 7:30 a.m. in Room 327 (subject to change). We will publish a literary magazine (in print and online), and have readings from time to time.</p> <p>SLC Freshman Center The Montessori Freshmen Team has opened the “Freshmen Center” after school on Tuesdays and Thursdays from 2:30 PM to 3:30 PM, beginning December 7th. This center will be open to any Montessori freshman who needs to work on or needs help with a specific assignment. Teachers, student teachers and experienced tutors will be on hand to provide assistance. Students attending must bring any materials required to complete tasks as well as their DEAR book</p> <p>This center will be <i>mandated</i> for students who fail to complete and turn in homework, projects class work</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30</p> <p>Arista students tutor Monday-Thursday from 7:30-9:30 in room 328</p> <p>Groups of struggling 9th graders are identified by grade team and given academic counseling by our guidance intern, Connie;</p> <p>In-class peer tutors assist in 9th grade math,</p>		
--	---	--	--

	science and Spanish classes		
Social Studies	<p>Sophomore Academic Intervention The Sophomore Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, Sophomore GLT teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the Sophomore AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>Junior Cohort Academic Club of Excellence (ACE) The burden of class work can be overwhelming for anyone. ACE provides an opportunity for students to get some extra help! Whether you need help in English, Algebra 2, Advanced Algebra and Trigonometry, Chemistry, American History or just need a quiet space to complete projects or</p>		

	<p>assignments, ACE is the place for you. The Montessori Junior Teachers are eagerly waiting to support you.</p> <p>The Writing Center The Writing Center is a club that gives students the opportunity to practice creative writing and share their work with other students. Students who enjoy writing poetry or short fiction are invited to join us, once a week. This year we are meeting on Fridays at 7:30 a.m. in Room 327 (subject to change). We will publish a literary magazine (in print and online), and have readings from time to time.</p> <p>SLC Freshman Center The Montessori Freshmen Team has opened the "Freshmen Center" after school on Tuesdays and Thursdays from 2:30 PM to 3:30 PM, beginning December 7th. This center will be open to any Montessori freshman who needs to work on or needs help with a specific assignment. Teachers, student teachers and experienced tutors will be on hand to provide assistance. Students attending must bring any materials required to complete tasks as well as their DEAR book</p> <p>This center will be <i>mandated</i> for students who fail to complete and turn in homework, projects class work</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30</p>		
--	---	--	--

	<p>Arista students tutor Monday-Thursday from 7:30-9:30 in room 328</p> <p>Groups of struggling 9th graders are identified by grade team and given academic counseling by our guidance intern, Connie;</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	See above		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Staff selection criteria for recruiting teachers will ensure teachers are highly qualified.

The Queens High School of Teaching has a comprehensive interview process. We first conduct a screening of teaching resumes to gather a list of candidates to invite for our round 1 interview process. In most cases, candidates are already pre-screened by the NYC Teaching Fellows program and the NYC New Teacher Finder Application. During round 1, candidates are provided a copy of our concept paper and are asked to engage in a group interview with their peers. The interview committee, which is comprised of teachers, administrators and students, discuss and evaluate candidate performance. After results are tallied, we invite a short list of candidates to our round 2 interview process. This process entails individual interviews, as well as an assessment of the candidates writing skills.

Mentoring

We have a comprehensive mentoring process. Each new teacher is part of a grade team that meets three times a week. Through these meetings, the team Leader meets regularly with the new teacher and acts as the mentor. We also have a former Adelphi instructional coach that provides instructional support and mentoring for all of our untenured teachers. Lastly, administrators and instructional content coaches provided an additional layer of support.

SCHOOL-PARENT COMPACT

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;
- 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;

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., 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.



THE NEW YORK CITY DEPARTMENT OF EDUCATION
An Empowerment School – Network Leader Terry Byam tbyam@schools.nyc.gov

The Queens High School of Teaching
74-20 Commonwealth Blvd.
Bellerose, NY 11426
718 736 7100
Fax 718 736 7117

Eric Contreras, Principal
econtre@schools.nyc.gov
Jae Cho, Assistant Principal Organization
Jcho3@schools.nyc.gov

Janine Werner, Assistant Principal Emerson SLC
jwerner2@schools.nyc.gov
Camille Gardner, Assistant Principal Freire SLC
cgardne@schools.nyc.gov
Ean Corrado, Assistant Principal Montessori SLC
ecorrado@schools.nyc.gov

LANGUAGE ALLOCATION POLICY 2011-2012

The Queens High School of Teaching opened its doors in September of 2003 and became the standard for progressive, student-centered, mixed-ability small learning communities in Queens. Part of the Empowerment Zone, QHST is an educational option school created to provide the youngsters in the neighborhoods that comprise Districts 26 and 29 with a comprehensive high school in a small-school setting. At QHST, students get individual attention in small learning communities that practice the principles set forth by our educational partner organization, The Institute for Student Achievement (ISA). Our school is designed to accommodate 1,200 students within three small learning communities of 400 students each. Our school's philosophy is in keeping with current educational research on the relationship between small schools and student success; each student is a member of an advisory which meets for one hour per week and participates in Drop Everything and Read (DEAR) once per day. As a school whose focus is on teaching, QHST provides all students the opportunity to become part of our Teaching Institute, where students learn pedagogy, observe classes and teach classes. The intimate family-like atmosphere at The Queens High School of Teaching creates a sense of community, eliminates student anonymity and promotes student support.

The Queens High School of teaching is located in Bellerose, a section of Queens that is ethnically and culturally diverse. Forty-seven percent of our student population is African-American; twenty-three

percent of our students are Asian/Pacific Islander; sixteen percent are Hispanic and twelve percent are white. The QHST staff is comprised of 5 administrators, 65 teachers, 1 parent coordinator, 3 guidance counselors, 3 community deans, 1 SPARK counselor, 18 paraprofessionals, 6 secretaries and 9 school aides. Of the teachers permanently assigned to the Queens High School of Teaching, 100% are fully licensed. We have one fully-licensed ESL teacher, two content area teachers with bilingual extension licenses, one special education teacher with a bilingual extension and four certified foreign language teachers. The Queens High School of Teaching offers a complete and comprehensive menu of courses in all academic areas. All of our instructional programs are aligned with the New York State Learning Standards and aspects of the Common Core Learning Standards and are taught through the process of inquiry. Teachers receive ongoing professional development in the areas of inquiry and differentiation. These areas are at the core of our philosophy that students learn best in mixed-ability settings where the needs of individual learners are addressed.

Since its opening in September 2003, QHST has assembled a number of viable committees consisting of educators, parents and students all interested in designing and embracing programs that support student learning. These committees include our SLT and our Inquiry Team among others. Our school tone remains positive and is highlighted by a collaborative staff and the active involvement of parents, teachers and community members. Teachers are actively involved in writing new inquiry-based and interdisciplinary curricula, instruction and lessons that are aligned with the NYS Learning Standards and the Common Core Learning Standards and the special needs of our students. In our most recent progress report, The Queens High School of Teaching received a grade of “B”; our most recent quality review designated QHST as “well developed.” Our graduation rate is 90% and our attendance is over 90%. The combined resources found in Tax Levy and Title III/Part 154 funding will enable our school to satisfy the goals we’ve set for ourselves during the 2011-2012 school year to help our English Language Learners achieve proficiency and excel academically.

We offer a free-standing self-contained ESL model. Students are programmed for ELL for the number of minutes as per their NYSESLAT or LAB-R scores and mandated by CR Part 154. The classes

are mixed-grade and mixed-level. The curriculum is differentiated in terms of content, process and product to address the needs of heterogeneously grouped students. Due to this unique organization, we are able to be in compliance with the mandated hours for each student. In keeping with QHST philosophy, ELL classes are inquiry-based and differentiated to address the specific language needs of students. The ELL teacher uses the scores on the NYSESLAT as well as diagnostic and ongoing assessment to group students and to inform instruction.

The Queens High School of Teaching is committed to providing the necessary academic interventions to ensure academic success for all our English language learners. When newly arrived ELLs are admitted to QHST, the Pupil Accounting Secretary provides the parents with a Home Language Survey (HLIS). If another language other than English is indicated on the HLIS, an informal oral interview is conducted by the ELL teacher or the Assistant Principal of ESL. If the parent has difficulty communicating in English, translation services are provided. After the informal interview, if the child is determined to be a potential ELL, the child is tested within 10 days with the LAB-R. The LAB-R is administered by the ELL teacher. If the student scores within the range of being in need of ELL services, that student is placed immediately into an ESL class according to their respective level. Beginners receive 540 minutes, intermediates receive 360 minutes and advanced receive 180 minutes. The information is recorded on the HLIS. The original HLIS is placed in the child's cumulative folder and the copy is placed in the ESL office. If the student's native language is Spanish, the student is administered the Spanish LAB by a licensed Spanish teacher. Following the identification of the ELLs, the parents are invited to an orientation where they are informed about our free-standing ESL program and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The ESL teacher collects and files the Program Selection forms.

Historically, our incoming ELLs score at the intermediate and advanced levels and parents opt for our small-school setting and three learning communities over a larger school with a bilingual program.

Up until the present time, we have not had a parent request a bilingual or dual language program. The trend is that parents are opting for free-standing ESL programs. However, if a parent is interested in a bilingual or dual language program, we will provide them with the names of schools along with the phone numbers and addresses for them to inquire further. Over the course of the year, the assistant principal and ELL teacher keep track of the number of students whose parents are requesting a bilingual program. If the number is approaching 20, in any given language, in two consecutive grades, we will need to create a bilingual class for those students. Incoming students are also given Entitlement Letters along with Placement Letters. Copies of all of these letters can be found in the students' individual files in the office of the LAB-BESIS Coordinator.

At the Queens High School of Teaching, ELL instruction is delivered by the ELL teacher in self-contained classes. All of the ELL classes are ungraded and heterogeneously grouped. With this organizational model, all of our ELLs are receiving their mandated number of instructional minutes according to their proficiency levels. The ESL teacher communicates the mandated number of instructional minutes for each student to the assistant principals, guidance counselors and programmers based on the RLAT and LAB-R results. In order to appropriately evaluate ELLs in their native languages, our school utilizes the Spanish LAB or teachers and other support staff who are literate in that student's native tongue. These individuals orally assess these students. They may also assess these students' literacy skills by having the student read an excerpt from a book in the students' language, which might be available in the school library. A short writing sample on a simple task as "What is your favorite season?" similar to the writing sample on the LAB-R, is utilized to assess the students' writing ability.

As of now, QHST has 4 ELLs that are also classified as Students with Interrupted Formal Education (SIFE). SIFE are supported in a number of ways. They are assigned student buddies that speak their respective languages. We also provide teacher mentors, if possible from the same countries as the students. Students and their parents will be directed toward support

services in their native languages. Since the drop-out rate is much higher for SIFE, we have built a very supportive environment at QHST for these students, in order to respond to their social, cultural, and linguistic needs. QHST offers an extended school day, extended school year and online classes for students to gain additional credits. This flexible scheduling assists SIFE in becoming successful.

There are many interventions we provide for SIFE. Sheltered instruction is one particular method. Through this method, English language instruction is modified so that the academic material is more comprehensible. Visuals are also an integral part of sheltered instruction, along with the use of group activities and demonstrations. SIFE are provided with an age-appropriate intensive literacy curriculum that targets phonemic awareness, phonics, fluency, vocabulary and comprehension. They are exposed to print-rich text that incorporates content language. Since most SIFEs lack basic skills, they need specific instruction in tasks such as note-taking or using a dictionary. SIFEs, as all ELLs, benefit from activating schema which also stimulates student motivation. These students are engaged with manipulatives and technology. Native language support is provided through the use of bilingual texts and/or dictionaries. SIFEs need to be assessed frequently in order to check if they comprehend the subject matter. Finally, SIFEs are given multiple methods of demonstrating comprehension. Role plays, drawings, explanations, and diagrams have proven to be very effective.

Some of our ELLs who need extension of services (4-6 year ELLs) are not meeting requirements in reading. Students requiring additional support in reading are presented daily with print-rich text. The variety of text includes poetry, fiction and non-fiction text, as well as informational, public and functional documents. Students are engaged into text through read-alouds and shared reading experiences. The primary purpose of these strategies is to model

fluency. Furthermore, these techniques serve as an avenue to model skills, strategies and reading habits which the students will have an opportunity to practice. Students participate regularly in partner reading and practice the modeled skills and/or strategies. Vocabulary development is enhanced through direct vocabulary instruction, ongoing vocabulary lists, and through the use of visuals. Reading conferences are an integral part of the daily routine to target areas that require improvement. In addition, all ELLs attend a Drop Everything and Read (DEAR) class daily. During DEAR, skills and strategies are further reinforced.

The other ELLs requiring extension of services are not making achievements in writing. All ELLs engage in free writes and quick writes regularly. Students requiring additional support in writing are supported through writing projects in various genres that align with the Common Core Learning Standards. The writing projects are scaffolded with the use of graphic organizers. Students generate ideas for their writing from their own experiences and engage in shared writing. Additionally, students are presented with model writing pieces and are encouraged to mimic text. Writing tasks are graded with rubrics that are specific to each assignment. Writing is further supported through writing conferences and peer editing.

The ELLs that are in the U.S. for 0-3 years are instructed similarly to the two sub-groups described above. A tremendous amount of authentic literacy is provided for these students, since they will be taking the ELA Regents. Additionally, newcomer ELLs are supported through the use of bilingual dictionaries and native language texts. These students are also provided with the option of taking Regents examinations in their respective languages. The ELL teacher collaborates with the content area teachers in order to increase student achievement for the ELLs.

Long-Term ELLs are instructed with many of the same interventions as the ELLs receiving instruction for 4-6 years. Content area is a prime focus for these ELLs. Additionally,

these students are provided with ongoing Regents preparation classes. QHST offers an extended school day, extended school year and online classes for these students to gain additional credits.

ELLs identified as special needs receive ELL instruction as per their Individualized Education Plans (IEP). In the ELL classes, they are provided with individualized instruction. Attempts are made to engage them with their peers, especially those of similar backgrounds. For these students, the IEP data informs the instruction. Through collaboration with the self-contained teachers and the paraprofessionals, the ELL teacher works to improve their language ability.

Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes. All ELLs, including former ELLs who tested out in 2010 or 2011 are given time and half on all of their classroom examinations as well as Regents exams. The former ELLs are given a letter at the beginning of the school year informing their parents that they are eligible for transitional ESL services. These students are also discussed at grade team meetings. In June of 2011, the ESL teacher secured 30 laptops for the ELLs through a grant. This provides the ELLs with Internet access each day and an opportunity to improve their word processing skills. Native language support is provided through texts in the students' languages along with bilingual glossaries and dictionaries.

The ELL teacher attends professional development sessions regularly targeted to improve ELL instruction. The ELL teacher attended workshops at the Museum of Modern Art and then brought the students there on a field trip. In addition, the ELL teacher attends workshops hosted by BETAC and NYSABE. Recently, the ELL teacher attended a workshop on LAS Links provided by CTB. The ELL

teacher collaborates with the content area teachers in order to provide an optimum level of learning for these students. The ELL teacher attends grade team meetings to discuss the ELL students' strengths and areas in need of growth. NYSESLAT data is shared with all of the teachers, in order for the teachers to be aware of how each student scored in each of the four modalities. This data will inform their practice.

The parents of ELLs communicate with the teachers via e-mail and telephone. If a parent brings up a concern, it is immediately addressed at a grade team meeting. Translators are provided for our students' parents at their request during Parent Teacher Conferences or at IEP meetings. All of the parents and guardians of the students at QHST are encouraged to communicate all of their needs and concerns with the school, so that we may support their children effectively.

In order to assess the ELLs early literacy skills, the Writing and Reading Assessment Profile (WRAP) is used. This assessment targets the students' reading level. The writing sample provides the ELL teacher with an indication of specific writing strategies that need to be addressed. This additional data is shared with grade teams to improve literacy instruction. This information is useful in assigning texts in literature circles or in forming groups. Most of the ELLs scored Advanced or Proficient on the Listening and Speaking portion of the NYSESLAT. Half of the students scored Intermediate in Reading and Writing and the other half scored Advanced. As a result, ELL instruction and content area instruction focuses on authentic literacy and ample opportunities for reading and writing instruction.

Currently, our student population is 1,199. Of that number, 29 of them are English Language Learners and are entitled to services. They represent 2.4% of our population. Of our 29 ELLs, the primary language breakdown is as follows: 8 Spanish; 4 Punjabi; 4 Haitian Creole; 2 Chinese; 2 Bengali; 1 Urdu; 8 other. Under Part 154, our students will continue to receive the requisite number of periods in ELL classes. According to our latest Regents data, 8 ELLs took the ELA Regents and 3 passed with ≥ 65 ; 21 ELLs took the Algebra Regents and 11 passed with ≥ 65 ; 9 ELLs took the Living Environment Regents and 3 passed with ≥ 65 ; 11 ELLs took the Global History and Geography Regents and 3 passed with ≥ 65 ;

6 students took the US History Regents and 2 passed with ≥ 65 . The students who were unsuccessful will attend Regents preparatory sessions after school and the staff will ensure that these students take advantage of their test accommodations to their fullest.

The success of our ELL program is based on several elements. The NYSESLAT scores and Regents provide us with some information on how are students are faring. Results of the WRAP assessment and writing samples for the ELLs are retained from year to year to be able to look at qualitative data and student growth. In addition, ongoing conversations with the students and their parents on how our programs our serving their needs or the needs of their children are critical.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q566 **School Name:** Queens High School of Teaching

Cluster: 4 **Network:** 404

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.

All incoming students are required to complete the Home Language Survey. Aggregated HLS results are used to assess school's written translation and oral interpretations needs. In addition, through the parent orientation session, students and parents are surveyed and are identified for translation services.

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.

A small percentage of students' families require translation and interpretation services (approximately 2%). Most common home languages are: Spanish, Hindi, Punjabi, Haitian Creole. This information is shared with the staff through grade level team meetings and Leadership meetings.

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.

As needed, home mailings will be sent to the DOE translation unit so that they may be translated into appropriate home languages. Other parent correspondence is retrieved online from the DOE website link <http://schools.nyc.gov/Academics/ELL/FamilyResources/default.htm>. The Assistant Principal will maintain a list of parents who require mailings in languages other than English. These parents will receive these correspondences in their home languages during parent orientation sessions and during parent- teacher conferences.

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 are available as needed. Services may be provided by in-house school staff, parent volunteers, DOE employees or interpretation staff. Services are available for parent-teacher conferences, open houses, and other meetings.

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>.

The Parent Coordinator will distribute the Bill of Parent Rights and Responsibilities to parents. The Bill of Parent Rights will also be made available to parents through the PTA. Signs will be posted in the main lobby and the Parent Coordinator's office in each of the most common languages indicating availability of interpretation services. Teachers will also be informed of available services so that they can pass this information on to parents as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Queens High School of Teaching	DBN: 26Q566
Cluster Leader:	Network Leader:
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ESL Club is available to ELLs for regular academic and Regents exam support. Through this support, ELLs will strengthen their language skills in the 4 modalities and improve their BICS as well as their CALP. All ELLs (30 students) grades 9-12 may participate in this program. The ESL Club will take place before the school day from 8:30am-9:30am on Tuesdays and Fridays. It will commence in November for a total of 2 hours per week for 31 weeks. The language of instruction is English. Instruction is provided by the ESL teacher, Alyssa Abraham. ELA Regents prep for students in all 3 communities will also support the ELLs. The students need an opportunity to practice listening comprehension and to review literary elements. During these sessions, students will also practice interpreting quotes and forming thesis statements. In addition, students will be able to work in small groups or receive individualized instruction with the Critical Lens portion of the exam. About 15 ELLs in grades 11th and 12th will participate in these afternoon sessions that will be held Mondays, Wednesdays and Friday from 4:30 - 5:30 for 6 weeks in the winter and 6 weeks in the spring. Our goal is to have two teachers, one ELA and one ESL provide this service. Bilingual dictionaries, audio books, CD players with headphones, texts, and Regents preparation materials are purchased and utilized to facilitate the instruction. In addition, Achieve 3000 licenses will be used to increase the students' literacy development.

Part C: Professional Development

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

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

Begin description here:

Our ESL teacher participates in professional development through various professional organizations, including The Division of Students with Disabilities and English language Learners (DSWDELLs). Ms. Abraham will be attending workshops on Cultural, Linguistic and Academic Needs of ELLs/SWDs, Instructional Strategies for ELLs with Special Needs, and Co-Teaching and Collaboration. The ESL teacher offers turnkey professional development to all teachers to support the ELLs in the classes. Our school also has grade level team meeting 3 times per week which provide opportunities for professional development. Our ESL teacher supports these teams by sharing strategies and student data from the Title III AMAO Estimator with Advanced Early Warning Indicators, the NYSESLAT, LAB-R and classroom assessments. Topics covered during these sessions include Ex-CELL (Expediting Comprehension for ELLs) Strategies, ELL Assessments/Reports, and ELLs- From BICS to CALP to be provided by Alyssa Abraham.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs participate in school-based activities coordinated by grade-level teams, such as Back to School and Curriculum nights, where members of grade teams (including the ESL teacher, Alyssa Abraham) inform all parents of course content, skills, requirements and assessments. Parents also attend PTA meetings, where they participate in workshops. Parents are notified about these events via e-mail, phone blasts, or through letters sent home with their children. Parent involvement and awareness is supported through the parent workshops. These sessions are offered by the Parent Coordinator Cherub Ruth in conjunction with the PTA. These workshops include the ARIS Parent Link. Translation/Interpretation supports are provided to parents when the need is communicated to the ESL Teacher, Parent Coordinator or Assistant Principal. In the past, we have had staff members translate for parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	6725	1 ESL Teacher x 2 hours x 31 weeks x \$50.19= \$3111.78 Semester 1 - 2 Teachers x 18 hours x \$50.19 = \$1806.84 Semester 2 - 2 Teachers x 18 hours x \$50.19 = \$1806.84
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	4474	Achieve 3000 Licenses Electronic dictionaries, headsets, projectors, audio books, regents prep workbooks, and glossaries

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11200	11200