



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS HIGH SCHOOL FOR LANGUAGE STUDIES

DBN (i.e. 01M001): 25Q241

Principal: MELANIE LEE

Principal Email: MLEE14@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: ALAN DICHTER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Melanie Lee	*Principal or Designee	
Katy Ward	*UFT Chapter Leader or Designee	
Regina Zhou	*PA/PTA President or Designated Co-President	
Stephanie Huang	DC 37 Representative, if applicable	
Sandra Shinin	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Eric Siu	Member/ Teacher	
Melody Wang	Member/ Parent	
Yuki Teng	Member/ Parent	
Edna Miles	Member/ Parent	
Xinxin Lin	Member/ Student	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.
 Students' ability to identify and write counter claims, as measured by the ELA MOSL performance task baseline and summative assessments (trait 4 of the rubric), will improve to an average of 2 points.

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.
 On the initial ELA MOSL given in the fall, our students received an average score of 0.38 out of 4 on the counter claim component of the rubric. This score was 1 whole point on the rubric below the average of the other components of the performance task.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Data review of students, by subgroups, will be ongoing and will include formative assessments during class as well as end of unit summative performance tasks.
2. All content area teachers will receive training on how to create rubrics around persuasive paragraphs and counter claims and scaffold these skills for students.
3. ESL/ELA teachers meet weekly to identify student needs and how to address writing and reading skills, particularly as these pertain to this rubric component. Our special education teacher also participates in these meetings.
4. During weekly grade level meetings, our guidance counselor and programmer lead a review student data around our advanced ELLs and our CTT students.

B. Key personnel and other resources used to implement each strategy/activity

1. ELA and ESL teachers will be working closely to monitor student progress, guided by administration. All teachers will be working together to develop this skill of identifying and writing counterclaims.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students will take another school created assessment similar to the earlier MOSL during January Regents week to reassess student progress. By this point students should have improved by one level on the rubric. These results will give us further data on how to reassess how teachers instruct counter claims in the spring.

D. Timeline for implementation and completion including start and end dates

1. This goal will be completed when the students take the summative MOSL in the spring.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All students have 2 periods of ELA or ESL every day. This extra 50 minutes a day gives time for teachers to focus on skill development and understanding around claims and counter claims. Additionally, ESL teachers push in to content area classes throughout the day.

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).

Our parent coordinator is currently planning a curriculum workshop for parents, which will include this goal in the agenda. Parent outreach is frequent, particularly around our neediest students. Our school also distributes a monthly newsletter to keep parents informed of school wide academic programs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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.

Listening scores for our English Language Learners, based on the periodic assessment or the NYSESLAT, will move either to the next level (e.g. beginner to intermediate) or twenty percent (40% to 60%).

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.

On the periodic assessment given in October, 48% of ELL students received below standard (below 50% correct) on the listening section of the ELL periodic assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers are learning to implement SIOP (Sheltered Instruction Observation Protocol) strategies to help teachers of all content areas make content comprehensible for ELLs, developing listening skills and increasing vocabulary development.
2. ESL teachers meet weekly to look at student data, unit plan together, and share lessons, ensuring that the listening modality is addressed.
3. Low level beginner ELLs are receiving an additional two hours of after school instruction a week from our ESL teacher.
4. Our ELLs also receive small group pull out in content classes where our ESL teachers push-in or during lunch time office hours.

B. Key personnel and other resources used to implement each strategy/activity

1. Our ESL teachers are instrumental to the strategies listed above. All teachers are working together to identify and meet the needs of our students who have the most progress to make around listening comprehension.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ESL teachers will incorporate a listening component in each of their summative performance tasks or exams. This is in addition to ongoing formative assessment for listening comprehension.

D. Timeline for implementation and completion including start and end dates

1. The initial periodic assessment was given in October. We will administer the second periodic assessment from March 17-31.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Students are receiving a double block of leveled ESL instruction. The program is flexible to enable students with particular needs to change levels without disrupting their schedule. Additionally, beginner level students receive push-in instruction in content area classes. Our lowest level students receive instruction via pull out and after school instruction.

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).

Our parent coordinator organized a workshop for parents of ELLs in November. Parents are informed of their students progress at least three times a semester and with greater frequency for our neediest students. Translation is made possible by our parent coordinator, guidance counselor, and community assistant.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

Teachers will select one component in Domains 2 or 3 within the Danielson Rubric to move one level on the HEDI scale by the end of the year.

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.

Based on student performance, as observed during walkthrough, informal, and formal observation cycles in the first three months of school, teachers will identify one component in either Domain 2 or 3 during feedback meetings to improve on.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will self-examine and consider feedback on their instruction for ELL and English-proficient students, guided by weekly meetings and ongoing observation feedback.
2. Teachers will collaborate and schedule intervisitations to target progress in their chosen component, for both language subgroups.
3. Mentor teachers and the lead evaluator will help identify PD materials for chosen components. They will also lead conversation around student work for each language subgroup.
4. Monthly, voluntary PDs will also give teachers the opportunity to reflect and self-assess on their progress around student learning.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead evaluators and mentor teachers will help in monitoring and the self-assessment of progress for individual teachers.
2. Collaboration among all teachers and administrators will be needed.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. During January Regents week, teachers will reassess their progress, citing evidence of student achievement pertaining to the chosen component.
2. During monthly PD meetings, teachers will evaluate their progress.
3. In weekly meetings, teachers and the lead evaluator will discuss progress based on observations.

D. Timeline for implementation and completion including start and end dates

1. Teachers will choose their components after the first cycle of observations, completed within the first three months of the school year.
2. By early April, teachers will have been evaluated the requisite number, based on MOTP option 1 or 2.
3. At the end of the school year, teachers and the lead evaluator will discuss progress during end of year conferences.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers' C-6 assignments are dedicated to common planning time and professional development in meetings with colleagues, mentor teachers, and/or the lead evaluator.

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).

Our parent coordinator is currently planning a curriculum workshop for parents, which will include this goal. Parent outreach is frequent, particularly around our neediest students. Our school also distributes a monthly newsletter to keep parents informed of school wide academic programs.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

Using our school's graduate scope and sequence, teachers will have developed one backwards planned unit, culminating in one of the performance tasks listed.

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.

The scope and sequence was designed after an examination of NYS and CCSS standards, the NYC ELA Performance Assessment rubric for MOSL, and NYS standardized and College Board assessments for each level of high school. Instruction will be guided by and the performance of students will be assessed against this scope and sequence.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Based on our initial data for our language groups (middle school testing, school designed baselines, city-wide periodic and MOSL baselines), teachers will design performance tasks that meet the needs of our subgroups.
2. ESL and ELA teams meet weekly to write, revise, and align unit plans, performance tasks, and lesson.
3. Content area teachers receive job-embedded PD support from mentor teachers and lead evaluators.
4. During our monthly staff PDs, teachers received feedback from colleagues and administrators around their backwards designed unit plans and performance tasks.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead evaluators and mentor teachers will help in the progress of individual teachers.
2. Collaboration among all teachers and administrators will be needed, particularly for individual development plans.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. During January Regents week, teachers will reassess their progress, citing evidence of student achievement pertaining to the chosen component.
2. During monthly PD meetings, teachers will evaluate their progress.
3. In weekly meeting, teachers and the lead evaluator will discuss progress based on observations.

D. Timeline for implementation and completion including start and end dates

1. The graduate scope and sequence was introduced at the start of the school year. Teachers began planning and giving performance tasks, at varying levels of detail and successful implementation at the start of the school year.
2. By June, teachers will have revised their performance tasks based on feedback throughout the year and student performance data, differentiating for our various subgroups. Teachers will also collect student work as evidence for their revisions and instructional decision-making.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers circular 6 assignments are dedicated to common planning time and professional development meetings, with colleagues, mentor teachers, and/or the lead evaluator.

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).

In our curriculum night organized by our parent coordinator, parents will be introduced to the graduate scope and sequence. Parents are also invited to student led conferences, in lieu of traditional parent teacher conferences, once in fall and again in the spring. Students will curate their own portfolios, including these performance tasks, to present to their parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Additional period every day Supplemental period every other day for targeted students.	All students receive this additional. A ICT special education pushes in with our students with special needs one period a day.	During or after school.
Mathematics	Supplemental period every other day for targeted students.	A ICT special education pushes in with our students with special needs one period a day. An ESL teacher pushes in with our lower-level ELLs daily, meeting students in small groups as needed. Tutoring is also offered.	During or after school.
Science	Targeted tutoring	One to one or small group tutoring occurs during lunch or before school.	During or before school.
Social Studies	Targeted tutoring	One to one or small group tutoring occurs during lunch or after school.	During or after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselor meets with at-risk students during and after school. A individualized is designed with the student around their academic progress.	At-risk one on one or small group counseling schedule is determined by the counselor and parents as needed.	During or after school.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	X	Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school seeks to hire highly qualified staff via phone interview, interviews with departmental colleagues and the administrator, and classroom demonstration lessons. Unit planning and student artifacts are also considered in the hiring process. Teachers receive support via job-embedded professional development. Any PD outside of the school, found by the teacher, is also encouraged.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
High quality PD is planned around an ongoing needs assessment around student data and staff observations. These strategies and activities are inquiry based and always in reference to the CCSS, in particular to the instructional shifts in ELA and math.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students who would be entitled or in need of any of these programs are identified at the start of the school year by a team that includes the guidance counselor, parent coordinator, and administration. This team meets weekly to discuss how these funds are being used and what additional socio-emotional supports might be needed in addition to the academic program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Our Title 1 TA program is focused on before and after school programs. Teachers and our guidance counselor receive per session to work with students who need to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Our TA program limits the removal of children from the regular school day. Instead, students receive additional support or acceleration before or after the school day by their own teachers, who know them best and assess their learning on a daily basis.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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 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 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
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 241
School Name Queens High School for Language Studies		

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

Principal Melanie Lee	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Katy Ward	Guidance Counselor Jeff Ku
Teacher/Subject Area Lok Yung, Math	Parent Regina Zhou
Teacher/Subject Area Shanshan Ma, Chinese	Parent Coordinator Susana Leon Chu
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	71	Total number of ELLs	27	ELLs as share of total student population (%)	38.03%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin Chinese
Dual language program	Yes <input type="checkbox"/>	No <input 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%)										27				27
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	27	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	23			3			1			27
Dual Language										0
ESL										0
Total	23	0	0	3	0	0	1	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 1

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
Chinese										27				27
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	27	0	0	0	27

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										12				12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4				4
Advanced (A)										11				11
Total	0	0	0	0	0	0	0	0	0	27	0	0	0	27

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	27	27		
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	27	27		
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
In addition to the LAB-R. All incoming students take school-created assessments to measure their literacy skills. As our school grows, we may implement a widely used program like Fountas and Pinnell.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
For our school's first cohort, the vast majority of our ELLs are newcomers, arriving over the summer. These students have tested at either the beginner or the advanced level on the LAB-R. There are fewer students who test at the Intermediate level. For students coming in from 8th grade in NYC schools, our ELLs are mostly beginner and intermediate on the NYSESLAT. However, many of the students who tested beginner on the NYSESLAT in 2013 tested as intermediates on the LAB-R. I do not anticipate the same pattern with our second cohort as we will be able to recruit from Round 1 and Round 2 in the high school application process and should see a wider diversity in the level of English proficiency for our ELLs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our ESL team looks at raw scores for each of the modalities using the RNMR report from ATS. These scores are then compared to our school's own baseline assessments and classroom observations. Currently, as a new school, we have no prior data around AMAOs.
4. For each program, answer the following:
 - a. 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?
 - a. With our current 9th grade, our proficiency patterns are as described above. We have not given any state exams yet. For our own assessments, we have assessed the students in English and Chinese in math, science, and social studies. In these classes, teachers offer questions in both languages on summative exams. These school created exams reveal that ELLs are accessing the content but are still gaining proficiency in English.
 - b. We plan on using the results of the ELL Periodic Assessments as a more accurate measure of how the students will perform on the NYSESLAT, as compared to their LAB-R scores. We will also compare data to the previous year's scores for each modality. The periodic assessment results will also be an additional data point on top of our teachers' own formative and summative assessments to drive in instruction.
 - c. The periodic assessment supplements our own data and observations of student learning and proficiency. The native language is used to help fill in gaps--whether content is not known due to gaps in understanding or due to lack of English proficiency.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Every student in our school is learning language. Second language development drives instructional decisions like unit and lesson design in all content classrooms. Content teachers build English language skills by using SIOP methodologies such as building conceptual background, previewing vocabulary, and ensuring that content is comprehensible for ELLs.
7. 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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We will be looking at both scores for state exams (NYSESLAT and Regents exams) as well as student work and the results of our own school-created assessments. We will also be using periodic assessment data related to state assessments. As our school is in its first year, we will more fully evaluate the success of our program at the end of the year.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our parent coordinator is a multilingual speaker of Cantonese, Mandarin, and Spanish. She greets new students and families when they first arrive to our school. She administers the HLIS and gives an informal oral interview in English and the native language. Then, a member of our ESL team is called in to review the HLIS, meet the student and family, and review qualifications for additional language screening. We have an on-call schedule for which ESL teacher will be available. If the ESL teacher determines the student requires a LAB-R, she gives the LAB-R immediately if possible or the next day.
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.
Our parent coordinator outlines the three available programs, with the aid of visuals, with each newly admitted student and family, if entitled to services based on the results of the LAB-R. This occurs within a week of registration. In the fall, we also offer an ELL parent night to answer questions and review the programs offered in NYC. This is offered in October or November and again in March and April. Parents are invited to watch the informational video on the three program choices at this meeting. If students arrive over the summer, we offer the same information to parents and families during our end of August orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After our parent coordinator reviews the three options, she asks the parents to fill out the survey and selection form immediately. However, if parents bring these forms home, she follows up with the student and family in person and by phone to ensure that these letters are returned. Entitlement letters and other key documents are filed away in the student's file. We also allow time for parents to fill out the form at the end of our ELL parent night.
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.
In our school, we offer a TBE program and ESL classes. After parent consultation and communication, which typically happens within the initial interview or in the days following, our parent coordinator reviews the survey and selection form to ensure that the criteria is met. Continued entitlement letters are likewise filed in students' files.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered in students' double period ESL classes. Typically, the reading and writing are administered together while the listening is administered on a separate date. The speaking portion of the NYSESLAT is completed via pullout from other classes within a one week period. At the beginning of the year, we use both the RLER and RLAT reports off ATS to review eligibility and progress.
6. 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.) 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. 
Currently, we do not have data to identify trends.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. We offer self-contained ESL classes at various levels. Additionally, our ESL teachers collaboratively team teach with our social studies, math, and drama teachers one period of the day.
 - b. With only a 9th grade in 2013, students are placed by level in ESL classes. However, they are heterogeneously mixed in their content classes.
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)?
 - a. All ELLs have Chinese as a NLA for one period (48 minutes) a day. Every ELL student has ESL for a double period each day. Our ESL teachers then collaboratively team teach with content teachers for an additional 1-2 periods a day. Our beginners and intermediates receive close to 200 minutes of ESL instruction and support each day. Our advanced students receive ESL support, either as a class and/or through CTT each day, in addition to their ELA class.
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 foster language development and meet the demands of the Common Core Learning Standards.

In our TBE program, students take Chinese Native Language Arts, math with bilingual support, and social studies and science with ESL support. As our school grows, we plan on offering sections of social studies and science with bilingual support. For Chinese NLA, students learn many of the same writing skills and reading strategies that are used in their ELA and ESL classes. The course is designed around informational reading and touches on content topics in science and social studies to support their learning in these content classes. Math is taught bilingually. Our teacher helps make the language comprehensible by breaking

down word problems and previewing vocabulary. Likewise, our social studies and science teachers plan their lessons for ELLs with ESL strategies in mind: building background, clear modeling, and assessments offered in their native language, designed with the help of our bilingual staff members. All methods are informed by the SIOP model.

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

Summative exams and directions for performance tasks are translated in content classes. Teachers work with our bilingual Chinese staff to create and monitor formative and summative assessments that measure content knowledge in Chinese.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers design lessons and unit performance tasks that allow them to evaluate all four modalities. For example, performance tasks might include debates, mock talk shows, mock trials, Socratic seminars, etc. This ensures that the listening and speaking modalities are also assessed in addition to reading and writing.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For SIFE students, we use strategic groups and modified texts. Vocabulary is more explicitly taught to these students. SIFE students also receive more explicit instruction around phonics and pronouncing words, connecting to any prior knowledge they may have with the Chinese phonetic system. Connections to what the student already knows and building background are emphasized at a greater degree for our SIFE students.

b. Our newcomers are assessed first. Some students arrive with stronger levels of English proficiency, depending on their previous schooling in China. Instruction is differentiated for these groups based on their strengths and weaknesses in modality, their vocabulary proficiency and speed in acquisition. Some skills, grammar, and vocabulary are more explicitly taught than others.

c. For our ELLs receiving service for 4-6 years, we look at available data and our own baseline assessments to determine which modalities and areas of English language acquisition they still need work on. Typically, for this subgroup of ELLs, we focus on vocabulary development for academic English and reading comprehension for more complex texts, in addition to targeted writing skills. Orally, grouping strategies, and grammar and vocabulary taught and repeated in context are emphasized.

d. For long-term ELLs, we would likewise look at available data and baseline assessments to determine what areas to focus on for this subgroup. Long term ELLs tend to be more orally communicative but need skills development with reading comprehension and writing in academic English. In our school, long-term ELLs may also have had interrupted schooling, beginning ESL in the US and then returning to their home countries for a few years before re-entering the NYC school system. Diagnosing needs first with our own assessments allows us to differentiate for this subgroup better.

e. Ensuring that content is comprehensible and having multiple opportunities for comprehension help to support our former ELLs. Targeted feedback in writing instruction and strategic grouping are also emphasized.

7. 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?

Teachers will modify texts or offer a range of texts to meet needs of ELLs and ELL-SWDs. Additional strategies include chunking texts or reducing or extending the length of texts while walking students through text complexity through think alouds and modeling. Teachers also assist with note taking by having different levels of graphic organizers for ELL-SWDs. Students practice vocabulary throughout the class and then again in homework.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular flexibility: teachers revise their units and curriculum maps throughout the year. Skills that need to be spiraled are added to future lessons and unit plans.

Instructional flexibility: teachers are responsive after checking for understanding. The pace of lessons, the groupings, and teaching strategies are all modifiable.

Scheduling flexibility: our ESL classes are offered at the same time of day to allow for acceleration or deceleration. After each semester, co-teaching assignments are flexible as students may have a more or less expressed need in content classes.

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:	1			
Social Studies:				
Math:	1			
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

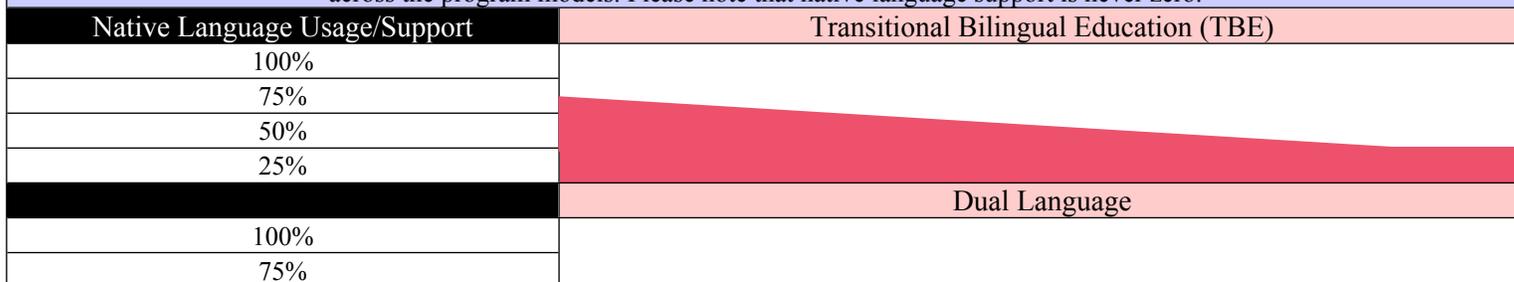
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.
- For SIFE students and low-level beginners, we offer ESL small-group instruction and pull out during students' PE periods. Similarly, co-teaching assignments are determined by the progress of this sub group. We offer one math class with bilingual instruction and a second period of math co-taught by the math and ESL teacher. Our Chinese teacher and a bilingual para professional also assist in our science and social studies classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently, we do not have enough data to accurately rate the effectiveness of our program. However, we believe that supporting our students linguistically, through native language instruction, ESL, and bilingual support, will yield significant progress in English acquisition and success within the content areas. All teachers understand that they are teachers of ELLs and literacy through and in the content areas is a focus for our entire school.
11. What new programs or improvements will be considered for the upcoming school year?
- a summer bridge program for ELLs in ELA and math
 - additional supplemental classes, in addition to theatre, statistics, and film, that help promote English acquisition while teaching content that students and teachers are both passionate about
 - greater support through Regents prep and review classes after school
12. What programs/services for ELLs will be discontinued and why?
- Currently, we have no programs/services that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Half of our teaching staff is bilingual. All our support staff is bilingual. Information about school programs is always translated and made available to students and families. After school services include daily peer tutoring and teachers' office hours. We also have several extracurricular clubs open to all students: chess, music, drama, and computer programing are just a few. A menu of these activities is clearly displayed in our hallway using illustrations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are an iLearn school. Achieve 3000 and other iLearn software are being utilized to support all levels of ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As stated, half of our teaching staff is bilingual and all our support staff are bilingual. We work collaboratively to provide native language support in both our TBE and ESL programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Presently, we only have a 9th grade and will be expanding each subseuqent year. Resources are carefully selected and shared among teachers to ensure that they correspond appropriately the ages and grade levels of our students. Authentic texts and adapted texts are both used.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the beginning of the school year, we offer a student and family orientation where students meet each other for the first time. We plan on having our student government assist with this in future years. Our student government is also asked to help new ELLs who enroll throughout the year acclimate by being a guide and buddy in the first few days after arrival.
18. What language electives are offered to ELLs?
- We only offer Chinese Native Language Arts, Chinese as a Second Language, ELA, and ESL. Additional electives that help promote language development are theatre and film.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2. As a school that is designed to serve a large population of ELLs, all teachers are trained on ESL strategies. We have introduced and continue to review the SIOP model with our teachers at monthly professional development sessions. Over the summer, we also ran two weeks of professional development at the end of August around meeting the needs of our unique student body. We focused on instruction for clarity, socio emotional considerations, and linguistic needs. The instructional priorities we discussed during the summer continue to be revisited throughout the year in individual coaching sessions that follow walkthroughs, formal, and informal observations. With reference to the CCLS, we reviewed the standards and created a graduate profile and check points for both ELL students and EP students alike over the summer. These are likewise reviewed throughout the year. Teachers are also encouraged to attend professional development offered by the Office of ELLs around the CCLS and support one another through job-embedded PD. During the school year, teachers voluntarily meet for two hours of PD one Friday afternoon each month. Additionally, we have an ESL PD book club that meets the last Tuesday of the month. Our guidance counselor is encouraged to attend PDs offered by the Office of ELLs, NYU Steinhardt, and other workshops as opportunities appear.

3. Our bilingual guidance counselor and our multilingual parent coordinator, who is also a trained guidance counselor, help ELLs with the transition from middle school to high school. Both explain the difference in requirements between middle school and high school and the academic sequence students can expect. Our school leadership encourages both our counselor and parent coordinator to attend PDs offered by the Office of ELLs, the superintendent, enrollment, and other opportunities related to supporting our students as they transition between school levels.

4. This minimum has been more than fulfilled through our summer PD, explained above, and our monthly two-hour block of PD. Agendas, plans, and sign-in sheets for PD are kept on file in the principal's office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Our monthly PTA meetings are focused around increasing parent involvement and bringing together our ELL and EP community. Our multilingual parent coordinator and community assistant routinely reach out to parents through phone and email. Parents are warmly invited to attend our monthly meetings and workshops. We also plan on sending out a monthly bilingual newsletter. Workshop example topics include how parents can use our online grading software and a curriculum night. Parents are invited and have attended our Thanksgiving potluck celebration and Lunar New Year celebration dinner.
 2. We are currently partnering with GPS Academy, APEX, CPC, and AAFE. Members of these organizations are bilingual and can offer immediate translation services.
 3. Parents are encouraged to express their needs and student needs at each meeting. Parents are also routinely surveyed through mail and the web. For translation needs, our parent coordinator interviews each family and reviews the home language survey at the beginning of the year. For other needs, such as explaining vaccinations or vision screening, these are explained during the initial interview. Other needs are expressed through surveys and outreach throughout the year, given in English and the home language, beginning with an interest survey given at our August orientation.
 4. We try to take into account and meet the needs of our parents based on their feedback. We also do our best to build partnership and collaboration among our unique community.

E. 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.

Please note that our math and science teachers are working towards a bilingual certification. As we continue to grow, we hope to hire additional content teachers who have bilingual certifications as well as additional teachers certified in Chinese language instruction. It is also our focus to hire teachers with dual certifications in ESL, as much as possible.

School Name: Queens HS for Language Studies

School DBN: 25Q241

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melanie Lee	Principal		1/6/14
	Assistant Principal		1/1/01
Susana Leon Chu	Parent Coordinator		1/6/14
Katy Ward	ESL Teacher		1/6/14
Regina Zhou	Parent		1/6/14
Lok Yung, Math	Teacher/Subject Area		1/6/14
Shanshan Ma, Chinese	Teacher/Subject Area		1/6/14
	Coach		1/1/01

	Coach		1/1/01
Jeffrey Ku	Guidance Counselor		1/6/14
	Network Leader		1/1/01
	Other		1/1/01