



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS ACADEMY HIGH SCHOOL

DBN (i.e. 01M001): 25Q540

Principal: VASILIOS MANOLIOS

Principal Email: VMANOLI2@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: JORGE IZQUERIDO

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
Vasilios Manolios	*Principal or Designee	
Jennifer Squires	*UFT Chapter Leader or Designee	
Anna Palmer	*PA/PTA President or Designated Co-President	
Debra Morris	DC 37 Representative, if applicable	
Dari Southerland	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Dominique Brister		
Taylor O'Brien		
Rose Campbell		
Michelle Malpica		
Nisa Rivers		
NA	CBO Representative, if applicable	
Derek Phillips	Member/ CSA	
Irene Arholekas	Member/ UFT	
Alexandra Joseph	Member/ UFT-Chairperson	
Ruth Bryan	Member/ UFT	
Marguerite Bagarozzi	Member/ UFT	
Belinda Laine	Member/ Parent	
Sharon Williams Wright	Member/ Parent	
Vanessa Holland	Member/ Parent	
Christine Mendez	Member/ Parent	
	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.

To strengthen students' post-secondary readiness by supporting their academic progress and their social and emotional growth by having senior students participate in at least four instructional activities.

Comprehensive Needs Assessment

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

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

- Queens Academy High School Survey
- Progress Report
- School Report Card
- SQR (School Quality Review)
- College Interest Survey
- Career Interest Survey

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

- AIS, SAT Prep, Career Fair, Graduation Advisement Meetings, College Fair, Marking Period Senior Meetings, Orientation Advisement for New Students, Two College Nights, Two Financial Aid Night
- Professional Development for staff on the Danielson Framework
- Retaking of the English and Math Regents Exams
- Partnering with Community Organizations
- CCLS – Common Core Learning Standards
- New Student Orientation Advisory
- Attendance Improvement Initiatives

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

- Professionals in the various careers fields of interests to our students.
- Conduct interest/career/ personality surveys
- Teachers and Guidance Counselors to create, organize and implement programs
- College Now
- Regents scores of students who retake English and/ or Math Regents Exams for a higher score,

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

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

- Regents Intervention Plan

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

1. All activities are expected to be completed by June 2014

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

1. AIS, SAT Prep, Career Fair, Graduation Advisement Meetings, College Fair, Marking Period Senior Meetings, Orientation Advisement for New Students, Two College Nights, Two Financial Aid Night

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).

- During Orientation, encourage parents to take opportunities to volunteer in our school two to three times during the school year to help in any way possible in the school.
 - Contact parents via email.
 - Mail parents school newsletter
 - Offer parents life skills workshops for parents, like financial literacy, health and wellness, defensive driving education, etc.
 - Offer parents the opportunity to provide written feedback for post-secondary and expectations for their children.
 - Get parent email contact during orientation for the purpose of disseminating SLT minutes, newsletters, progress reports, etc.
 - Have Parent Coordinator disseminate SLT Minutes to parents.
 - SNAPS – Snacks Attract Parents
- Parental Cohort Meetings – Meetings to inform parents of students' academic progress and attendance.

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		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.

To strengthen the school environment by increasing the students' engagement in meaningful academic and social activities by having students participate at least three activities.

Comprehensive Needs Assessment

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

- Queens Academy School Student Survey
- Progress Report
- Observation Data
- College Interest Survey, Career Interest Survey
- Step Team, Pep Rally, Archery
- PSAL Sports: Co-ed Soft Ball, Girls and Boys Basketball

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

- Student Interest Survey
- Integrate school clubs with engaging activities for students. Clubs would be held after-school and during students' lunch period within the school day.
- One major school-wide trip to destinations such as Philadelphia, Washington DC, Boston, etc.
- School-wide monthly newsletter and school yearbook.
- New revised Q.A. website

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

- Teachers
- Support staff
- Parent volunteers
- Guidance Counselors
- Assistant Principals
- Principal
- Students
- Forestdale
- Food Fight

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

- Staff Interest Survey
- Committees and or individuals within the school community to work on the implementation of each activity
- Parents and PA
- Inter-visitation teachers from each campus to communicate goals and ask for feedback to the other campus
- COSAs and Student Councils from both campuses will collaborate and meet at least once a month to exchange ideas (e.g. "blended student council")

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

1. All activities are expected to be in progress by June 2014.

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

- Student Interest Survey
- C- 6 positions
- Parents
- Forestdale
- Food Fight
- Staff Meetings

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).

- Ensure communications sent home are done in target languages for parental involvement, at minimum in Spanish and Haitian-Creole. With advanced notice other foreign languages will be sent to the DOE to be translated
- Elicit from parents their preferred language of communication to conduct meetings with interpreters
- Monthly Parents' Newsletter – Will also be shared with staff
- Good News phone calls to encourage parent involvement
- Offer parents life-skills workshops such as financial literacy, health and wellness, defensive driving education
- Parent G.E.D classes or G.E.D referrals and Parent E.S.L classes

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	X	Title III	Set Aside	Grants
----------	-----------------	-----------------	------------------	----------	------------------	------------------	---------------

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.

To strengthen staff proficiency by providing professional development through administrative and instructional lead support as well external professional support with 80% of all staff participating in strategies and activities

Comprehensive Needs Assessment

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

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

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.

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

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

2. Key personnel and other resources used to implement each strategy/activity
1. Network support <ul style="list-style-type: none"> • Conferences and workshops when available • Webinars on topics of interest • Team Building Workshops
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Design your own assessments (DYO) <ul style="list-style-type: none"> • Inquiry grading • Common planning time to evaluate effectiveness of the student assessments • Common planning time to modify the assessments based on student data
4. Timeline for implementation and completion including start and end dates
1. All activities are expected to be in progress by June 2014
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ul style="list-style-type: none"> • Network support • Conferences and workshops when available • Team Building Workshops • Professional Development • Common Planning

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).

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

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 #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.

To strengthen constituency involvement through activities and services for members of the entire school community by having a minimum of 2% of parent involvement, 100% of staff and 90% of students participation.

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.

- Queens Academy School Survey
- Attendance analysis of school functions or activities
- School Quality Review (SQR)
- Student Survey Data
- Meetings with Student Council et al
- Parent Volunteer Program
- School Leadership Team
- Parent G.E.D Program or G.E.D Referral and Parent E.S.L Classes or Program

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.

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

- Queens Academy “spirit tee shirts”
- Student Award Celebrations
- Good News Phone Calls to Parents
- Developing Effective Professional Learning Communities
- School Community Team Building Activities such as a retreat, etc.

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

- PA
- School Leadership Team

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

- Development of surveys for all constituencies
- Data study for event/activity attendance/participation and permutations thereof
- Involvement of various school personnel toward the implementation of said strategies and activities
- Meeting with various members for feedback
- Meeting with the School Improvement Team
- Review of OORS Reports
- Review of Report Card Comment Codes

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

1. All activities are expected to be in progress by June 2014.

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

- Development of surveys for all constituencies
- Data study for event/activity attendance/participation and permutations thereof
- Involvement of various school personnel toward the implementation of said strategies and activities
- Meeting with various members for feedback
- Meeting with the School Improvement Team
- Review of OORS Reports

- Review of Report Card Comment Codes
- Developing Effective Professional Learning Communities
- School Community Team Building Activities
- SLT

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).

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

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	X	Title III	Set Aside	Grants
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.

N/A

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.

Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

Timeline for implementation and completion including start and end dates

1.

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	All students are eligible to participate in the 37 ½ minutes of tutorial sessions, four days a week before school. Intervention is based on student's individual academic needs.	Small group or individual tutoring	Before school
Mathematics	Same as above	Small group or individual tutoring	Before school
Science	Same as above	Small group or individual tutoring	Before school
Social Studies	Same as above	Small group or individual tutoring	Before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselors provide one-to-one counseling and small group counseling. Students who require intensive counseling services are referred to outside mental health services.	Small group or one-to-one	During the school day

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

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TA 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.			
X	School Wide Program (SWP)	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.
<ul style="list-style-type: none"> • Interview process • Demonstration lessons with feedback from students present at the lesson • Writing samples from teachers • References from former employers • Professional Development • Use of Danielson's Framework

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).
<ul style="list-style-type: none"> • Mentoring for new teachers • Outside professional development activities for CCSS • Network professional development workshops for principals, assistant principals • Common planning time • Turn keying professional development • Writing articles for the school newsletter

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.).
Funds for students in Temporary Housing will be used to purchase emergency items, such as book bags, clothing, paper and other supplies. Students will be consulted about their individual needs so that funds can be targeted to those needs.

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.).
NA

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.
<ul style="list-style-type: none"> • Teachers will gather and read data effectively • Teacher Created Rubrics • Regents Intervention Plan • Committees and or individuals within the school community to work on the implementation of each activity • Inter-visitation teachers from each campus to communicate goals and ask for feedback to the other campus • Design your own assessments (DYO) • Inquiry grading

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

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

NA

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).

NA

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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;
- **During Orientation, encourage parents to take opportunities to volunteer in our school two to three times during the school year to help in any way possible in the school.**
- **Contact parents via email.**
- **Mail parents school newsletter**
- **Offer parents life skills workshops for parents, like financial literacy, health and wellness, defensive driving education, etc.**
- **Offer parents the opportunity to provide written feedback for post-secondary and expectations for their children.**
- **Get parent email contact during orientation for the purpose of disseminating SLT minutes, newsletters, progress reports, etc.**
- **Have Parent Coordinator disseminate SLT Minutes to parents.**
- **SNAPS – Snacks Attract Parents**
Parental Cohort Meetings – Meetings to inform parents of students' academic progress and attendance.
- **Ensure communications sent home are done in target languages for parental involvement, at minimum in Spanish and Haitian-Creole. With advanced notice other foreign languages will be sent to the DOE to be translated**
- **Monthly Parents' Newsletter – Will also be shared with staff**
- **Good News phone calls to encourage parent involvement**
- **Offer parents life-skills workshops such as financial literacy, health and wellness, defensive driving education**
Parent G.E.D classes or G.E.D referrals and Parent E.S.L classes

- **Encourage parents to share information on the personal profile and learning styles of their students with the faculty—information that may not be readily apparent within the academic record.**

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 540
School Name Queens Academy High School		

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 Beverly Short	Assistant Principal Derek Phillips
Coach type here	Coach type here
ESL Teacher Thomas Gattringer	Guidance Counselor Sandra Fabre
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Brandon Alfred
Related Service Provider Michelle Robles	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	353	Total number of ELLs	26	ELLs as share of total student population (%)	7.37%
--	------------	----------------------	-----------	---	--------------

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	2
SIFE	5	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	9

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										0
Dual Language										0
ESL	8	0	0	9	3	0	9	2	2	26
Total	8	0	0	9	3	0	9	2	2	26

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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											3	4	12	19
Chinese													1	1
Russian														0
Bengali													2	2
Urdu														0
Arabic													1	1
Haitian												1		1
French												1		1
Korean														0
Punjabi													1	1
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	3	6	17	26

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)											0	0	1	1

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)											1	5	11	17
Advanced (A)											2	1	5	8
Total	0	0	0	0	0	0	0	0	0	0	3	6	17	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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	19	0	7	0
Integrated Algebra	7	13	4	7
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7	14	2	7
Physics				
Global History and Geography	9	9	4	3
US History and Government	6	10	3	3
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

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](#))

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

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?

Overall, students performed slightly better on the Regents when taking the test in their native language. Analysis of the Regents data shows that more than half of ELLs prefer taking the Regents in their native languages. This furthermore shows that we have a good amount of ELLs who have academic L1 skills and are comfortable using them despite the fact that instruction in their content classes is in English.

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

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instruction is guided by the Common Core Standards for Language in the ESL classes. Authentic tasks are developed for these classes using UbD (Understanding by Design) to engage students in all four modalities of language use. The certified ESL teacher shares ESL instructional strategies with content area teachers so ELLs are provided opportunities to engage in all four modalities of language in all classes. Although native language supports are provided and native language maintenance is strongly encouraged, the primary goal of ESL classes and also content classes is that students develop language proficiency in English for all modalities.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our ELLs from last year met both district AMAO targets 1 and 2 for number of students reaching proficiency on the NYSESLAT and for advancing an ESL grade level or at least 43 points between both the Speaking/Listening and Reading/Writing language modalities. Therefore, in terms of language acquisition, our ELLs are doing well. However, they are still struggling with the Regents, especially the U.S. and Global ones which require the double challenge of applying language skills and content skills simultaneously.

The student with the school's current highest GPA is an ELL. Also, one other ELL is amongst the top five in terms of GPA. Also, two years ago the students with the two highest GPAs were both ELLs. This shows that the ELLs who are determined do very well and oftentimes are college-bound.

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](#).)

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

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

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

We have language support staff to help us through this orientation process. We have a certified guidance counselor and teachers who are fluent in Spanish, and we have content teachers who are fluent in French, Haitian Creole, Hindi, Punjabi, and Greek. These staff members are available to perform translations when necessary. If we receive parents who do not speak any of these languages, we do

not permit students or children to translate; rather, we make use of Language Resource Translators.

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

There are several steps taken to annually evaluate ELLs using the NYSESLAT. First, our school is sometimes selected to participate in a field test which is administered several months before the official NYSESLAT. This test assesses students' strengths and weaknesses and also gives students an idea of what they should expect on the actual NYSESLAT. For the bona fide NYSESLAT, a great deal of outreach is performed by the ESL teacher, including phone calls and letters in native languages, to ensure that as many students as possible are tested in all four sections of the test in a timely fashion, meeting the required testing deadlines. Also, the ESL teacher attends a professional development on the scoring of the writing and speaking components of the NYSESLAT and turnkeys that information to instruct a non-ELA teacher to appropriately score the ELLs' NYSESLAT writing and speaking.

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

2. 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.

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

3. 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](#)].)

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

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

4. 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.

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

The certified ESL teacher mails home NYSESLAT Spring Parent Reports, along with Performance Level Indicators, in the fall. This

informs parents of NYSESLAT results and student placement. Copies of these reports are kept in the LAP binder.

5. 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 certified ESL teacher sends out letters to parents/ guardians of ELLs in native languages to inform them of the scheduling of the NYSESLAT and the importance of their child taking all four sections of the test. The certified ESL teacher also calls all families to inform them before administration of each section of the test to ensure all students attend school on the established days of testing. The certified ESL teacher plans testing dates at the very start of the testing window to allow for as much opportunity as possible to establish interventions to get no-shows to be tested. The certified ESL teacher keeps a clear running record of all students tested for each modality. For students who miss any section of the test and for whom outreach efforts are unsuccessful, the certified ESL teacher notifies the assistant principal and principal both orally and via email, makes it an agenda item for LAP meetings, and sends certified letters home to families in native languages reminding them that they need to be tested. These certified letters and receipts are kept on file in the LAP binder.

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. [①](#)

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

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

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])?

The ESL teacher delivers instruction through self-contained classes. The self-contained classes are comprised of an intermediate/beginner cohort as well as an advanced cohort. The grouping of cohort students is determined by the proficiency levels of the previous year's NYSESLAT scores.

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)?

Each individual period of class at our school is 45 minutes. Advanced level ELLs receive one class period of ESL daily, as well as one ELA class daily, totaling 225 minutes per week of both ESL and ELA instruction. Intermediate level ELLs receive a double period block of ESL daily, totaling 450 minutes a week of instruction. Beginner students are combined with the intermediate cohort and also the advanced cohort to receive 675 minutes of ESL service per week.

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.

The self-contained ESL classes for all level ELLs are aligned to the curricula for English Language Arts. The ESL teacher works closely with other teachers to develop curricula, create assessments, analyze student work, and develop strategies to assist students in developing literacy skills and preparing for high stakes testing. ESL instructional units and lessons are devised according to Understanding by Design principles so that instruction remains goal-oriented, focusing on student development of critical thinking and transferrable skills.

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

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

The ESL classes differ from other English or content classes in various ways. First, the ESL classes are substantially smaller in class size. Lessons are oftentimes connected to multicultural themes which allow students to make personal connections. Students are given more opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing assignments the teacher assigns to students, he provides annotated models written either by him or students. Modeling is a key strategy the teacher embeds into nearly every lesson in order to "show" students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according students'

reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes. Struggling students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support. Lower performing students are given ample time and opportunities to complete tasks and catch up to the higher performing ELLs. Portfolios are maintained for all students, and portfolio conferences occur regularly between individual students and the teacher.

Native language support is provided for ELLs in the ESL program in terms of both resources and instruction. Native language resources include bilingual dictionaries, native language glossaries, native language texts, and native language Regents samplers. Students are provided ample opportunities in class to interact in their L1 in order to clarify meanings and support lower level ELLs. The teacher also provides opportunities for students to work on native language literacy tasks, including reading literary texts in the L1 and writing in the L1, in order to encourage native language support and to avoid language attrition. The ESL teacher regularly informs students of the importance of being bilingual in the world today and of the real-world advantages of being fluent and literate in two or more languages.

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

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

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

The certified ESL teacher takes specific measures to ensure ELLs are evaluated in all four modalities of language acquisition. First, he concentrates a great deal on NYS Regents texts and assessing students at that standard because that is the level they must rise up to in order to meet graduation requirements. The ELA Regents requires students to apply three of the four language modalities (reading, writing and listening). Speaking is evaluated through presentations of authentic tasks and project-based work using evaluative criteria which aligns to the speaking section of the NYSESLAT. The reading modality is also measured with computer-based lexile tests which are offered at intervals throughout the year. Also, the periodic assessment measures ELLs' preparedness for the real NYSESLAT in the spring.

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).

We currently have five students who are SIFE (Students with Interrupted Formal Education). All of these students struggle with literacy. They benefit greatly from the sheltered ESL classroom where they can explore and use the English language actively and engage in tasks that are within their level of proximal development. However, when these students take part in mainstream classes in which instruction is not always guided and tasks not always scaffolded, these students can fall behind quickly. It is important not only for these ELLs but also for all students who are behind level in terms of literacy to be given opportunities to progress with academic learning. The ESL teacher works closely with the English and Social Studies departments to provide these teachers with instructional strategies so they can better support these students. In addition, our ESL professional developments this year have a focus on ESL instructional strategies with the goal being that content teachers can learn to better differentiate course material to ELLs.

Typically we receive few newcomer ELLs (ELLs with 3 or less years of service); however, we currently have eight newcomers. The certified ESL teacher strongly encourages these newcomers to work closely with him and to attend AIS so they receive extra support, guidance, and remediation which can help them complete classwork for content classes. The certified ESL teacher encourages them to

transfer their linguistic skills from the L1 to learn and study in English. The certified ESL teacher also offers them opportunities to read texts in the L1 to supplement and clarify in-class literature. Furthermore, they are encouraged to prepare for the Regents content by studying from past exams in their native language. Transferring skills from the L1 makes SLA (second language acquisition) swifter; however, building vocabulary remains a necessary focus for development of SLA.

Several years ago the school purchased the Read 180 program. This program is designed for students to improve their literacy by taking part in a three-phase class rotation, including one rotation of teacher-based remedial instruction with high-interest, low-level texts, one rotation of interactive software multimedia (on the computers) which differentiates learning through reading comprehension, spelling, and grammar activities, and lastly one rotation of independent reading based on specified lexile reading levels. We are not using the Read 180 program as a class anymore because it did not entirely match all of our students' educational needs and learning preferences nor was it directly preparing students for the high stakes Regents testing. However, the ESL classroom is still equipped with this valuable program. It is a great resource for newcomers, SIFE, as well as any student who is deficient in literacy or English language skills. We intend to continue using the program for AIS (Academic Intervention Services) in the mornings for remedial support.

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

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

Former ELLs are included on the list of ELLs provided to all staff, and content teachers are reminded of these students' continued testing accommodations. The certified ESL teacher and certified guidance counselor ensure that these students are programmed for appropriate rooms for all Regents testing so that they receive the appropriate accommodations for these tests. The ESL teacher checks in with the certified guidance counselor, as well as the students themselves, to determine their academic standing and any need for academic intervention. These students are also invited to partake in the Title III Saturday Academy, along with the other subgroups of ELLs.

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?

We currently have two ELL-SWDs. The certified ESL teacher and two of the certified ELA teachers work collaboratively so that whatever assignments the two of them receive in those content classes, the students are provided additional support with that same content with the certified ESL teacher through the use of ESL instructional strategies. The certified ESL teacher conferences with these students from an early point in the school year to determine their goals, including which Regents to focus on and how to go about preparing in an effective way. The certified ESL teacher also collaborates with the certified Special Education teacher to ensure that these students receive academic support for specific Regents during their Resource Room classes. The certified ESL teacher partakes in annual reviews with these students so that he can more fully understand these students' academic as well as non-academic needs.

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?

Both of these ELL-SWD students benefit from extended time. Ongoing collaboration between the certified ESL and certified Special Ed teachers and the certified content area teachers allows for opportunities to be developed in which these students receive sufficient time and language support within sheltered environments for completing tasks. The certified ESL teacher is able to scaffold and chunk content for

these students so it manageable and clear. The ESL classroom has a wealth of resources including 7 computers with Internet and Read 180 software, native language texts, and leveled books for these students to use.:

Courses Taught in Languages Other than English 

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

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

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

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

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

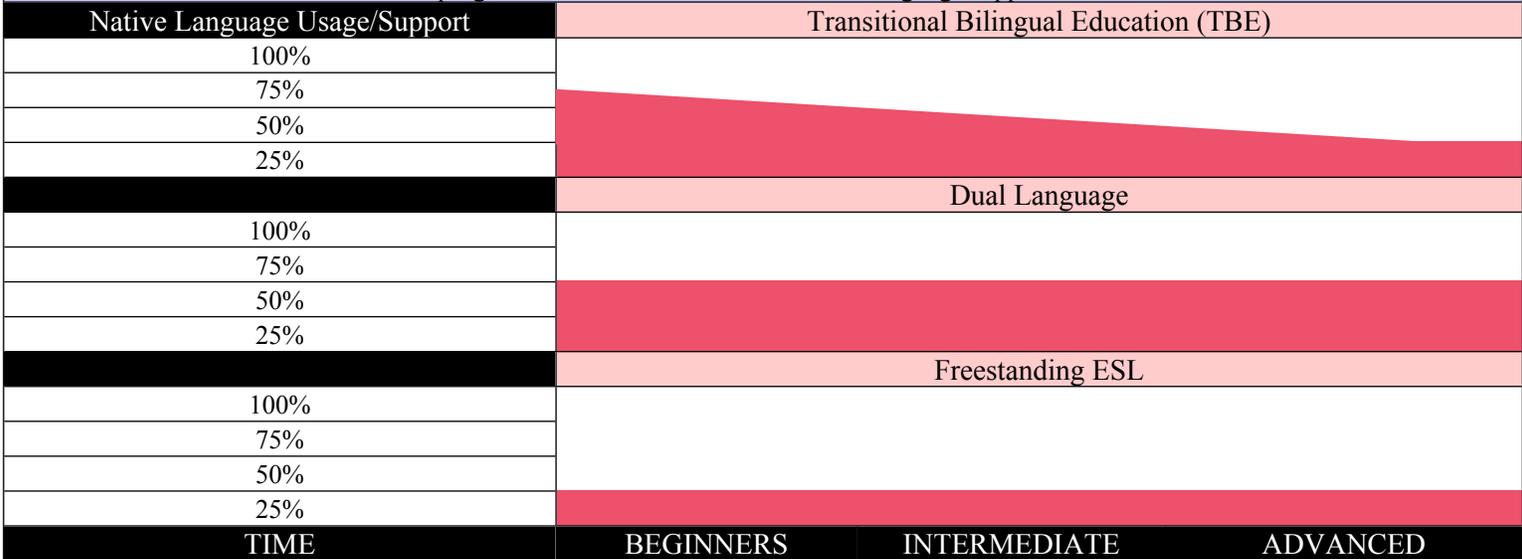
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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.



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.

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

The certified ESL teacher and certified Global Studies teacher conference every Friday to strategize ways to improve ELLs' performance on the Social Studies Regents exams. This includes analyzing student data for these subjects, creating interventions, and monitoring students' growth. The certified ESL teacher also works closely with the certified U.S History teacher. They conference with each other Monday and Wednesday mornings to review what content and assignments she is teaching in her history classes so that the certified ESL teacher can provide these students with additional support, resources, and time in his ESL classes.

The LAP team meets bi-monthly to examine the issues that face our ELLs. We look over transcripts, report cards, progress reports, cut reports, and testing data to assess how our ELLs are performing and determine the interventions necessary.

Title III funding will be used to create an ELL enrichment program in which ELLs and Former ELLs will receive test prep for US History, Global History, and SAT prep which will be provided by the certified ESL teacher and certified US History teacher. There are still many ELLs in need of passing both the US History and Global History exams; therefore we think it is best to run an enrichment program like this.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ELLs from last year met both district AMAO targets 1 and 2 for the number of students reaching proficiency on the NYSESLAT and for advancing an ESL grade level or at least 43 points between both the Speaking/Listening and Reading/Writing language modalities. Therefore, in terms of language acquisition, our ELLs are doing well. However, they are still struggling with the Regents, especially the U.S. and Global ones which require the double challenge of applying language skills and content skills simultaneously.

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

In order to better help our ELLs with the U.S. and Global Regents, we will be offering a Saturday Academy of U.S. History and Global History Regents prep from 9AM-12PM from November on which will be provided by the certified ESL teacher and certified U.S. History teacher. All ELLs who will be taking either of these tests in January or in June will be strongly encouraged by the certified ESL teacher and certified U.S. History teacher to participate in the program and attend each and every week.

We will utilize some of our Title III funds to offer two ELL parent workshops. The first one will be centered around "Being a Successful Immigrant" and the other will offer English as a Second Language to parents/guardians.

The LAP team has also discussed the idea of parents having the opportunity to bring in traditional plates from their native countries as a

way to embrace and welcome the spirit of diversity.

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

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

The certified ESL teacher is in the process of further building his ESL classroom library with various texts, including leveled reading books, high interest young adult fiction novels, and native language texts in order to further promote reading and match texts with students' interests, levels, and academic requirements. The certified ESL teacher has already gone to three library donation sales which has permitted him to purchase over 300 high quality books just this year alone.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

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.

Since we had no newly enrolled ELLs before the beginning of the school year, we did not offer any sort of welcoming event or orientation

for such students. However, we will seek to have such an event before the next school year.

18. What language electives are offered to ELLs?

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

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)?

Paste response to questions here:

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.

The certified ESL teacher will be attending the four-part, full day professional development series entitled "Meeting the Needs of English Learners with Special Needs" which is being offered by the regional Special Educational Technical Assistance Center. The four workshops in the series are as follows: Cultural, Linguistic and Academic Needs of ELL/SWDs, Instructional Strategies for English Learners with Special Needs, Building Academic Vocabulary, and Developing Common Core Writing Skills for Bilingual Students with Disabilities.

The certified ESL teacher will turnkey the nuts and bolts of these professional developments at three 1.5 hour, in-house professional developments after school for all staff at the Flushing campus to attend. These in-house professional developments will also show staff appropriate ways for collaborating with the certified ESL teacher by documenting the systematic conferencing approach that takes place between the certified ESL teacher and certified Global Studies teacher. These three in-house professional developments will take place in February, March, and April, as these periods corresponds with the dates scheduled for the professional development series.

The ESL teacher will also attend the NYSESLAT writing/speaking assessment professional development in the spring so that he can appropriately instruct a non-ELA teacher how to score these sections of the test.

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

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

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

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

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

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Queens Academy High School

School DBN: 25Q540

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Short	Principal		11/15/13
Derek Phillips	Assistant Principal		11/15/13
Brandon Alfred	Parent Coordinator		11/15/13
Thomas Gattringer	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Fabre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:**

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

Part A: Needs Assessment Findings

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

The assistant principal periodically (at the start of each semester) emails all teachers, support staff, and the parent coordinator a pdf document consisting of all registered students with their contact information and a column containing their parents' preferred spoken language and another column for their parents' preferred written language. The RAPL report in ATS is used to create this pdf document. Also, all teachers are able to view students' parents' language preferences on ARIS. This readily available data allows for our staff to reach out to parents in their preferred languages, which include Russian, Chinese, English, French, Korean, Arabic, Punjabi, Spanish, Urdu, Polish, Spanish, Bengali, and Haitian Creole. Between both of our school campuses there are 136 students' parents who prefer both written and spoken communication in a language other than English, which accounts for 25.9% of parents. The certified ESL teacher analyzes the RNMR and RLAT reports in ATS to determine students' ESL statuses and levels. Based on this data, the ESL teacher sends parents the respective continuation, entitlement, and non-entitlement letters in the home languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The overwhelming majority of parents who prefer oral and written communication in a language other than English are Hispanic and of a Spanish-speaking background. Therefore, our school's greatest translation need is in reaching these parents in Spanish in terms of both written and oral communication. Despite this, we do currently have 36 parents from preferred language backgrounds other than Spanish. The assistant principal sends all staff a pdf document of parents' preferred written and spoken languages, and teachers can also access this information on ARIS.

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Queens Academy High School	DBN: 25Q540
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" 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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The supplemental direct instruction program we will implement using the Title III funding is an ELL enrichment program in which students will take part in U.S. History and Global Regents Prep and SAT Prep. The overwhelming majority of our current ELLs are still in need of both the U.S History Regents and the Global Regents. Most of these students are “re-takers” and need the additional support with this content area. Furthermore, we have several ELLs who are potential graduates and are only in need of these exams to meet graduation requirements. Our school’s ESL teacher does not push in or pull out of classes but rather has his own self-contained classroom (in which he focuses principally on language development and English skills), which makes opportunities for collaborative team teaching in the content areas difficult. Having this program will be a great opportunity for the certified ESL teacher to collaborate and team teach to assist students in a content area for which they are struggling and for which the content area teacher is looking for additional support in helping this population.

The ESL teacher will actively support the content area teacher by reviewing ESL strategies, helping her to implement those strategies, and assisting with student applications and assessments. We will aim to create a learning environment that simulates the push-in ESL teaching model, in which opportunities are created for team teacher preparation, implementation, assessment, and reflection of instruction.

During the period of the school year in which the Regents administration is still far away (February-April), the ESL teacher and the Social Studies teacher will provide SAT Prep for the verbal section of the test. Several ELLs this year have expressed interest in receiving this testing preparation. The ESL teacher has taught the College Bound program, preparing ELLs for this part of the test, therefore we will offer this SAT prep from February to April of 2014, before the May 3 SAT examination. During this period, the ESL teacher will do test prep with students on the SAT verbal segment of the exam.

All of our school’s ELLs will be welcomed to take part in this ELL enrichment program, including our subgroups of SIFE, LTELLs, Special Ed, and Former ELLs. We ask that all students who choose to participate in the program sign a contract, which states they will continue with the program for the full school year or until January if that is when they will be graduating and that they will attend every session so our program has consistency. The ESL teacher will have students sign in at each session, and he will keep a record of all sign-in sheets. The ESL teacher and the Social Studies teacher will call the parents of every student invited to participate in the program on a weekly basis to maximize student attendance. Records will be kept of these calls. These calls will be made during the school week during the ESL teacher’s C6 and at times afterschool. The Social Studies teacher will utilize one of her common planning C6 periods to make calls and after school if she deems it necessary.

Part B: Direct Instruction Supplemental Program Information

This ELL enrichment program will begin mid-December and will continue once a week for 22 weeks. Students will attend two afternoons per week for 1.5 hours per day.

The language of instruction will be English; however, students will be encouraged and supported in their efforts to use their native languages as well. In terms of supporting non-Spanish speaking ELLs, we will use the same strategies and tactics used to support them as we do during the school day. Bilingual dictionaries will be provided. ESL instructional strategies will be utilized to make input and text comprehensible. If documents need to be translated, we will use DOE translation services (or, if need be, translation funds).

The direct instruction will be provided by the certified ESL teacher and certified US History teacher.

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:

We have two goals in terms of ESL professional development this year with which Title III funding will be partly aiding us. First, the certified Global Studies teacher and certified ESL teacher are conferencing once a week to discuss strategies and create interventions for ELLs to improve in their history classes. The systematic methods used for collaboration, action plans developed, and instructional strategies discussed will be turnkeyed to all staff at the Flushing campus by the certified ESL teacher at three after-school ESL professional developments over the course of the year (January, March, and April). Secondly, the certified ESL teacher will be attending professional developments specifically focusing on ESL instructional strategies, which will be turnkeyed to staff through teacher or faculty conferences.

Title III funding will be used to pay for all staff at the Flushing campus (including all certified teachers, counselors, and principals) to attend the three 1.5 hour after school ESL professional developments provided by the certified ESL teacher. These professional developments will focus specifically on showing examples of effective collaboration between content teachers and the ESL teacher, the development and sustenance of interventions for ELLs, and ESL instructional strategies.

One of the ESL teacher's primary goals for the year is to attend professional developments specifically focused on high school level ESL instructional strategies that can be implemented in both ESL classes as well as content area classes. The ESL teacher will turnkey these strategies and best practices for supporting ELLs to the content area teachers during teacher conferences both before school and during the ESL teacher's professional assignment period. In this fashion, professional development will be made personal as it connects with content teachers and the specific needs based on the content of their

Part C: Professional Development

instruction.

The certified ESL teacher will be the staff member going for ESL instructional practice professional development this year, and who will be the one to turnkey strategies that build upon the QTEL and SIOP strategies that have been shared in the past.

ESL instructional strategy professional developments will be attended by the certified ESL teacher over the course of the year, as they become made available by the OELL office. The ESL teacher will reach out to the ELL network liaison to determine the most appropriate professional developments to be attended, especially those regarding vocabulary development, differentiation for ELLs in core classes, making content comprehensible for ELLs, and strategies for getting ELLs more involved in tasks/activities. The ESL teacher will turnkey the nuts and bolts from each of these professional developments and will meet with content area teachers on an ongoing basis throughout the year before school and during the professional assignment period. The ESL teacher will also recommend to staff members specific ESL professional developments that may be useful to them based on their content area and what the OELL office is providing.

Part D: Parental Engagement Activities

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

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

Begin description here:

Using the Title III funding, we are planning two specific ELL parent-related activities, which would be in addition to all other mandated activities for ELL parents, as well as all other school events in which all parents are welcomed. These will be two Saturday parent workshops, one of which will be focused on completing the FAFSA application and providing answers to parents' questions and concerns regarding college and the other on "How to Be a Successful Immigrant." The other will focus on learning English as a Second Language.

These workshops will provide parents the opportunity to get involved in their children's education, ask questions, help prepare the forms their children will need to complete for college, and see the progress of their students' school work.

The two Saturday parent workshops will each be four hours in duration (9AM-1PM), and the sessions will be prepared and facilitated by the certified ESL teacher and certified guidance counselor. Parents will be informed via phone calls by the certified guidance counselor and certified ESL teacher, as well as letters which will be translated into home languages and delivered by the certified ESL teacher (in

Part D: Parental Engagement Activities

collaboration with the parent coordinator). The workshops will take place at intervals spread out over the course of the year, preferably one in January and one in March or April.

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		