



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS HIGH SCHOOL OF TEACHING, LIBERAL ARTS AND SCIENCES

DBN (i.e. 01M001): 26Q566

Principal: JAE CHO

Principal Email: JCHO3@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: MALIKA BIBBS

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
Jae Cho	*Principal or Designee	
Beatrice Villalon	*UFT Chapter Leader or Designee	
Sandra Dastagirzada	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Melanie McCord	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Colin Healy	Member/ Teacher	
Jacqueline Wint	Member/ Paraprofessional	
Kathy McCord	Member/ Parent	
Taneish Graham	Member/ Parent	
Debra Lowe	Member/ Parent	
Ramona Zambrano	Member/ Parent	
Ean Corrado	Member/ AP	
Judith Joseph	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

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	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.

By June 2014 The Queens High School of Teaching will have Common Core aligned curriculum maps and units of study for the core content areas.

Comprehensive Needs Assessment

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

- The implementation of the Common Core Learning Standards (CCLS) is an expectation of all schools. Upon examination of our school practices we determined a need to modify our curriculum maps as well as our unit plans to consistently implement CCLS.

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

- a) We will continue to provide professional development for content teams throughout the school year to ensure collaboration and sharing best practice around common core curriculum work
- b) We will work with an ISA math coach to help develop common core aligned curriculum maps and units of study for our Geometry and Advanced Algebra Teachers
- c) We will work with CPET to develop common core aligned curriculum maps and units of study, with Algebra, Social Studies and English teachers
- d) We will work with an ISA Science coach to help develop common core aligned curriculum maps and units of study for our LE teachers. Chemistry and Earth Science teachers will be provided an allocation to develop align units to CCLS.

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

1. a. ISA and CPET Instructional Coaches, Network Instructional Coaches, Assistant Principals
2. b. ISA Math Coach
3. c. CPET
4. d. ISA Science Coach

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

1. QHST leadership will review the logs and associated plans and provide necessary feedback. Leadership will also visit with teams of teachers to evaluate progress.
2. The ISA Math coach will submit coaching logs and reflections based on their work with each content team. QHST leadership will review the logs and associated plans and provide necessary feedback.
3. The CPET coach will submit coaching logs and reflections based on their work with each content team. QHST leadership will review the logs and associated plans and provide necessary feedback.
4. The ISA Science coach will submit coaching logs and reflections based on their work with each content team. QHST leadership will review the logs and associated plans and provide necessary feedback.
- 5.

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

1. Implementation will begin in September 2013-June 2014.
2. Implementation will begin in September 2013-June 2014.
3. Implementation will begin in September 2013-June 2014.
4. Implementation will begin in September 2013-June 2014.

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

1. Groups of teachers will be released during their day to meet in content teams. TL and grant funds will be used
2. Groups of teachers will be released during their day to meet in content teams. TL and grant funds will be used
3. Groups of teachers will be released during their day to meet in content teams. TL and grant funds will be used

4. Groups of teachers will be released during their day to meet in content teams. TL and grant funds will be used

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).

- We will design a comprehensive PD plan that aligns our school wide goals of instruction (CCLS and instructional framework) and share out with the parents during conferences and school wide events
- Administration will attend regular PTA meetings to discuss CCLS and ongoing professional development work with parents. We will encourage teachers to attend these meetings as well
- We will inform parents of CCLS workshops being offered by the DOE

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	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #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.

- By June 2014, in line with Citywide Instructional Expectations and the new Danielson Framework for Teaching aligned Teacher Evaluation System, we will continue to develop, revise, and implement best practice curriculum aligned to our QHST Instructional Framework

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.

In line with citywide instructional expectations around Teacher Effectiveness, school wide instructional framework that aligns the Common Core Learning Standards (CCLS) and the Danielson framework will allow for better student outcomes as evidenced by our 12-13 Quality Review and the 12-13 Progress Report

Instructional Strategies/Activities

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

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

- 1. A comprehensive PD plan for the year will provide a focus on the various competencies of the Danielson Instructional Framework Principal, APs and Team Facilitators will facilitate PDs during Grade Level Teams to share best practice and align our focus around the identified instructional goals
- 2. During each mandated PD day and faculty meetings, we will devote time to aligning instructional practice at QHST with the Danielson Competencies
- 3. Observations and feedback will reflect alignment to Danielson competencies
- 4. AP's will attend PD throughout the school year offered by our CFN network to facilitate Danielson PDs and provide actionable feedback to teachers
- 5. Untenured teachers will work with a former Adelphi student teacher coach, who is a Danielson expert, throughout the year

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

1. Administration, Grade Teams
2. Leadership team will design and facilitate PDs to each Small Learning Community and Grade Teams
3. Administration
4. CFN, Administration
5. Adelphi Coach

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

1. APs will discuss the progress grade level teams are making at Leadership Meetings. APs will visit with grade level teams who meet 3 times/wk, one of which is

- devoted to professional learning around the Danielson competencies.
- 2. Teacher observations will be an item on the weekly Leadership meeting agenda. We will hold weekly meetings to get a status check on observations linked to the Danielson Competencies. Additionally, teachers will self assess and identify goals for their professional growth related to Danielson.
- 3. Observations will be tracked using the ADVANCE web system
- 4. Assistant Principals will attend trainings and share information with the rest of the leadership team. The information will then be shared with the rest of the staff.
- 5. Untenured teacher observations will be tracked using the ADVANCE web system

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

- 1. Beginning October 2013 – June 2014
- 2. Beginning October 2013 – June 2014
- 3. Beginning September 2013 – June 2014
- 4. Beginning August 2013 – June 2014
- 5. Beginning September 2013 – June 2014

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

- 1. Faculty Meetings will be scheduled twice a month starting in October and teacher programs will reflect common planning time.
- 2. Faculty Meeting and Grade Level Team Meetings will be used to support the professional development related to Danielson.
- 3. Assistant principals will register for PDs around Danielson. Additionally, the coach from the Teacher Effectiveness office will provide PD 3 times a year.
- 4. Assistant principals will register for PDs around Danielson. Additionally, the coach from the Teacher Effectiveness office will provide PD 3 times a year.
- 5. A one day a week F-Status AP line will be created. TL Funds will be used.

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).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, We will continue to build a best practice college and career readiness/preparation culture for all students

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.

- We were provided with a "B" on the College and Career Readiness Section of our 2012-2013 progress report. We hope by instituting the following action items, we will receive an "A".

Instructional Strategies/Activities

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

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

- 1. Our Grade Level Teams will foster a culture of college readiness by facilitating college and career readiness activities during advisory. Grade Level Teams will also plan College Trips

- 2. We will have a cross community guidance counselor dedicated to college advisement and support. In preparation for the senior year college application process, the college guidance counselor will schedule college interviews with junior students
- 3. To provide our freshmen with exposure to how grades impact their college application process, teachers will continue to enter end of semester grades into a SUNY database
- 4. All QHST seniors will be enrolled in a cross-community senior elective to enrich their senior year experience and give them the opportunity to learn alongside seniors from other communities. The majority of these “Sr. Seminar” courses are accredited by St. John’s University and can be taken for three transferrable college credits. These courses include Memoirs, History on Film, Robotics, and Organic Chemistry.
- 5. We will continue developing our At Home in College to include at Home in College Math and English courses. As such, we will continue to develop curriculum around the Common Core Learning Standards and push students to mastery on the Algebra (80+) and ELA (75+) State Regents
- 6. We will provide new offerings as part of our Advanced Placement (AP) program. We will offer Advanced Placement U.S. History, English and Statistics classes and will look for ways to continue expanding this program.
- 7. We will continue providing College Now classes. College Now is a **free** program designed to prepare **New York City’s high school students** for college. The program offers eligible students ways to improve their high school performance and get a head start on college by taking academic courses.
- 8. We will provide space and develop a cross community dedicated College Office.

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

1. Grade Team Leaders
2. Assistant Principal Guidance
3. Guidance Counselors
4. Content Teachers
5. Teacher teams, guidance counselors, Administration, CUNY at Home
6. Administration
7. Administration, St. John’s College Advantage Program
8. Administration
- 9.

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

1. Assistant Principals will meet weekly with Grade Level Team Leaders and get status updates
2. The Principal and Assistant Principal Guidance will meet with the guidance counselors weekly
3. Students will be introduced to the database during the 2nd semester. Guidance Counselors will visit classes and ensure the information is captured in the database.
4. We will track our college readiness metric on the progress report. Scholarship reports for these classes will be reviewed after each marking period by leadership.
5. Assistant Principal Guidance will facilitate weekly meetings with all guidance counselors around college counseling
6. In addition to observations of these classes, we will review student AP exam results and share with teachers
7. We will track our college readiness metric on the progress report. Scholarship reports for these classes will be reviewed after each marking period by leadership.
8. Data for college readiness in ELA and Math will be tracked in January 2014 and June 2014

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. January 2014 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014
6. September 2013 – June 2014
7. September 2013 – June 2014
8. September 2013 – June 2014
9. September 2013 – June 2014

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

1. Teacher programs will be configured to allow for common planning time

2. Budget will be devoted to staff a new guidance counselor devoted to college advisement (TL Funds will fund the new guidance counselor)
3. Guidance Counselors will visit 9th grade ELA classes to discuss and facilitate this activity
4. All senior seminar classes will be scheduled at the same time during each of the days they meet (Monday, Wednesday and Friday)
5. All senior ELA classes will follow the At Home in College curriculum. One section of at Home in College Math course will be available in each of the Small Learning Communities
6. Our Testing Coordinator will work with the College Board and the AP teachers to ensure students have the information and resources.
7. These classes will be available on Saturdays. Students will have a different set of classes during the Fall and Spring Semesters.
8. The empty conference room on the first floor will be reconfigured to be a college office

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).

Junior/Senior nights will be conducted in the evenings, once during the Fall Semester and once during the Spring Semester.

Parents will be informed of presentations facilitated by our College Guidance Counselor and various college representatives throughout the year.

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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will increase the graduation rate for our Special Education subgroup by 3%

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.

- We have a significant number of students with IEPs and with the citywide special education reform initiative, we need to maintain a focus with this sub-group. As evidenced by on 2012-2013 Progress Report we graduated % in this subgroup and with our continues work with the citywide special education reform we have continued to revise our instructional practices which in turn should increase the number of students receiving HS diploma's in this subgroup

Instructional Strategies/Activities

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

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

- 1. Our comprehensive professional development plan will provide opportunities for collaboration and best practice sharing amongst our special education teachers.
- 2. Our special education teachers will continue to be incorporated into the interdisciplinary grade level content team meetings
- 3. Our Assistant Principal who oversees special education will continue to coordinate and facilitate professional development sessions with SPED teachers throughout the year
- 4. The network and state will provide "technical assistance" workshops on IEP writing
- 5. We will continue to have shared instruction inclusion events with our District 75 program
- 6. We will continue leveraging Achieve 3000 to support the literacy development of students in resource room

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

1. Special Educator Teachers and their GE counterparts
2. Grade Team Leaders
3. Assistant Principal
4. CFN Coaches

5. Administration

6. iLearn

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

1. Assistant Principal will hold monthly meetings with Special Educators around best practice and compliance
2. CFN Student Services Manager will provide regular updates

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014
4. September 2013-June 2014
5. September 2013-June 2014
6. September 2013-June 2014

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

1. Teachers will be released to attend 5 PD sessions during the school year (TL funds will be used)
2. Special Education Teachers will be programmed to meet 3 times/wk with their Grade Level Teams to have a dedicated Special Education Teacher in each grade level for each Small Learning Community
3. Assistant Principal overseeing SPED will register for trainings and liaison with CFN SPED coach
4. SPED teachers will be provided with training opportunities
5. Access to D75 site coordinator
6. iLearn (TL Funds)

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).

Special Education teachers will regularly contact parents and schedule meetings for annuals and triennials. Special Education teachers will also inform parents of their child's progress and implement interventions with their grade level team of teachers when necessary.

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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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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.)
<p>ELA</p>	<p>Academic Intervention</p> <p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p> <p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the</p>	<p>Small group, tutoring and one to one</p>	<p>Before or after school</p>

standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.

ARISTA Student Tutors

Schedule coordinated before/after school and during student lunches

The Writing Center

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

Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)

Science and Math tutoring by the

	<p>teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
<p>Mathematics</p>	<p>Academic Intervention</p> <p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p> <p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of</p>	<p>Small group, tutoring and one to one</p>	<p>Before or after school</p>

the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.

ARISTA Student Tutors

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Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday,

	<p>Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break on Friday mornings 8:30-9:30</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
<p>Science</p>	<p>Academic Intervention</p> <p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p>	<p>Small group, tutoring and one to one</p>	<p>Before or after school</p>

SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.

ARISTA Student Tutors

Schedule coordinated before/after school and during student lunches

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<p>Social Studies</p>	<p>Academic Intervention</p> <p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in a piece of work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p>	<p>Small group, tutoring and one to one</p>	<p>Before or after school</p>

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<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Each of our Small Learning Communities Guidance Counselors has a Guidance Counselor in place to provide at risk services. Additionally, grade level teams provide personalized wrap around interventions through advisory and parent outreach. If necessary, student advisors, grade level teams and/or GCs reach out for additional support from our school</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the</p>	<p>Small group, tutoring and one to one</p>	<p>Before or after school</p>

	Thanksgiving break on Friday mornings 8:30-9:30		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.
N/A

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).
N/A

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.).
N/A

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.).
N/A

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.
N/A

TA Schools Only

Use of Program Resources

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

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).
N/A

**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;

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 26	Borough Queens	School Number 566
School Name Queens High School of Teaching		

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 Jae Cho	Assistant Principal Cindy Kontente
Coach	Coach
ESL Teacher Alyssa Abraham	Guidance Counselor Monica Sampedro
Teacher/Subject Area Deirdre O'Neill/Science	Parent Sandra Dastagirzada
Teacher/Subject Area Jennifer Koo/History	Parent Coordinator
Related Service Provider Bryan Young	Other
Network Leader(Only if working with the LAP team)	Other

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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1193	Total number of ELLs	22	ELLs as share of total student population (%)	1.84%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0	0	0	0	5	3	3	3	14
SELECT ONE														0
Total	0	5	3	3	3	14								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	9
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	1	3	6	2	4	4	0	2	22
Total	12	1	3	6	2	4	4	0	2	22

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0																				

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE										0
SELECT ONE										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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	1	3	1	0	5
Chinese	0	0	0	0	0	0	0	0	0	2	0	1	0	3
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	1	1	0	2
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	1	1	0	0	2
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	1	1	1	1	4
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	1	0	2	3	6
TOTAL	0	0	0	0	0	0	0	0	0	6	6	6	4	22

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	0	0	0	0	0	0	0	2	0	0	0	2

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)	0	0	0	0	0	0	0	0	0	2	1	2	2	7
Advanced (A)	0	0	0	0	0	0	0	0	0	2	5	4	2	13
Total	0	0	0	0	0	0	0	0	0	6	6	6	4	22

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	0	0	0	0	0	0	0				
	I	0	0	0	0	0	0	0	0	0				
	A	0	0	0	0	0	0	0	0	0				
	P	0	0	0	0	0	0	0	0	0				
READING/ WRITING	B	0	0	0	0	0	0	0	0	0				
	I	0	0	0	0	0	0	0	0	0				
	A	0	0	0	0	0	0	0	0	0				
	P	0	0	0	0	0	0	0	0	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	7	0	4	0
Integrated Algebra	21	1	13	1
Geometry	13	1	2	1
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	4	0	0	0
Earth Science	18	0	0	0
Living Environment	16	1	10	1
Physics	0	0	0	0
Global History and Geography	15	1	9	1
US History and Government	7	0	3	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to assess the ELLs early literacy skills, the Writing and Reading Assessment Profile (WRAP) is used. This assessment targets the students' reading level. The writing sample provides the ELL teacher with an indication of specific writing strategies that need to be addressed. This additional data is shared with grade teams to improve literacy instruction. This information is useful in assigning texts in literature circles or in forming groups. Two-thirds of the way through the school year, an annual periodic assessment which tests ELLs' listening, reading, and writing skills is given, which provides additional data on how student achievement has progressed within the current school year and allows for year-to-year comparison and analysis. As a result, ELL instruction and content area instruction focuses on authentic literacy and ample opportunities for reading and writing instruction. In order to appropriately evaluate ELLs in their native languages, our school utilizes the Spanish LAB or teachers and other support staff who are literate in that student's native tongue. These individuals orally assess these students. They may also assess these students' literacy skills by having the student read an excerpt from a book in the students' language, which might be available in the school library. A short writing sample on a simple task as "What is your favorite season?" similar to the writing sample on the LAB-R, is utilized to assess the students' writing ability.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A few students have scored Advanced on the LAB-R and then Intermediate on the NYSESLAT. This year, out of about 25 ELLs, we had 7 students test proficient and about 5 increase their levels from Intermediate to Advanced.
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 [AMAQ tool](#))
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?

Most of the students testing proficient are those that are entering their junior or senior year. Most of our students are not taking tests in their native language. For those who do (1-2 students), they are successful. Native language support is provided through texts in the students' languages along with bilingual glossaries and dictionaries. The results of the periodic assessments provide us with the quantitative data to identify which students have mastered specific listening, reading and writing skills.

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](#).)

We are not a K-5 school.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes. Students are also exposed to informational texts on a weekly basis through Achieve 3000, a Common Core-aligned online literacy program. This program initially assesses each student's current lexile or reading level. The program is designed to differentiate texts so that students in the same classroom are able to read the same article at their reading level or a slightly more challenging reading level. The end goal of Achieve 3000 is for students to acquire the reading and comprehension skills that will put them on track for college and career readiness. All ELLs, including former ELLs who tested out in 2012 or 2013 are given time and half on all of their classroom examinations as well as Regents exams. The former ELLs are given a letter at the beginning of the school year informing their parents that they are eligible for transitional ESL services. These students are also discussed at grade team meetings. Native language support is provided through texts in the students' languages along with bilingual glossaries and dictionaries.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

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

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](#).)
When newly arrived ELLs are admitted to QHST, the Pupil Accounting Secretary provides the parents with a Home Language Survey (HLIS). A trained pedagogue assists the parent in completing the HLIS. If another language other than English is indicated on the HLIS, an informal oral interview is conducted by the ELL teacher or the Assistant Principal of ESL. If the parent has difficulty communicating in English, translation services are provided. After the informal interview, if the child is determined to be a potential ELL, the child is tested within 10 days with the LAB-R. The LAB-R is administered by the ELL teacher. If the student scores within the range of being in need of ELL services, that student is placed immediately into an ESL class according to their respective level. Beginners receive 540 minutes, intermediates receive 360 minutes and advanced receive 180 minutes. The information is recorded on the HLIS. The original HLIS is placed in the child's cumulative folder and the copy is placed in the ESL office. If the student's native language is Spanish, the student is administered the Spanish LAB by a licensed Spanish teacher. Following the identification of the ELLs, the parents are invited to an orientation where they are informed about our free-standing ESL program and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The ESL teacher collects and files the Program Selection forms. Once we are aware of the program the parent has selected, we enter that information in the ELPC screen in ATS within 20 days of the student's enrollment.
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.
Like all NYC public schools, the Queens High School of Teaching offers all 3 ESL programs. Following the identification of the ELLs, the parents are invited to an orientation where they are informed about our free-standing ESL program and transitional bilingual and dual language programs that exist in Queens and citywide. TBE and DL are contingent on the number of ELLs per grade that speak the same language (20). At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child.
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](#)].)
Following the identification of the ELLs, the parents are invited to an orientation where they are informed about the free-standing ESL programs and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child.

The ESL teacher collects and files the Program Selection forms. Once we are aware of the program the parent has selected, we enter that information in the ELPC screen in ATS within 20 days of the student's enrollment.

Historically, our incoming ELLs score at the intermediate and advanced levels and parents opt for our small-school setting and three learning communities over a larger school with a bilingual program. Up until the present time, we have not had a parent request a bilingual or dual language program. The trend is that parents are opting for free-standing ESL programs. However, if a parent is interested in a bilingual or dual language program, we will provide them with the names of schools along with the phone numbers and addresses for them to inquire further. Over the course of the year, the Assistant Principal and ELL teacher keep track of the number of students whose parents are requesting a bilingual program. If the number is approaching 20, in any given language, in any grade, we will need to create a bilingual class for those students. Incoming students are also given Entitlement Letters along with Placement Letters. Copies of all of these letters can be found in the students' individual files in the office of the LAB-BESIS Coordinator. Continued Entitlement letters are also distributed within the first few weeks of school and copies of the letters are retained.

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.

Following the identification of the ELLs, the parents are invited to an orientation where they are informed about the free-standing ESL programs and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The ESL teacher collects and files the Program Selection forms. Once we are aware of the program the parent has selected, we enter that information in the ELPC screen in ATS within 20 days of the student's enrollment.

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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.

We print the RLAT and RLER to ensure that we are aware of all of the students who need to be tested. The ESL teacher administers the NYESLAT to all of the ELLs. There is time set aside in the students' schedules during the NYSESLAT administration period to ensure that all ELLs are taking all parts of the exam. If students are unable to be tested during the testing sessions, they are tested individually by the ESL teacher. All of our students take all parts of the exam.

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. 

Following the identification of the ELLs, the parents are invited to an orientation where they are informed about the free-standing ESL programs and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The ESL teacher collects and files the Program Selection forms. Once we are aware of the program the parent has selected, we enter that information in the ELPC screen in ATS within 20 days of the student's enrollment. To date, all of the parents have chosen our ESL program. Yes, our program models are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Students who are identified as ELLs are placed in the school's Free-Standing ESL Program as per Parent Option. Students are programmed for ELL for the number of minutes as per their NYSESLAT or LAB-R scores and mandated by CR Part 154. The classes are mixed-grade and mixed-level. The curriculum is differentiated in terms of content, process and product to address the needs of heterogeneously grouped students. Due to this unique organization, we are able to be in compliance with the mandated hours for each student. In keeping with QHST philosophy, ELL classes are inquiry-based and differentiated to address the specific language needs of students. The ELL teacher uses the scores on the NYSESLAT as well as diagnostic and ongoing assessment to group students and to inform instruction.
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)?

If the student scores within the range of being in need of ELL services, that student is placed immediately into an ESL class according to their respective level. Beginners receive 540 minutes, intermediates receive 360 minutes and advanced receive 180 minutes. The 3 programmers are provided with the list of students. All students are programmed for ELA, in addition to ESL.
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 classes are mixed-grade and mixed-level. The curriculum is differentiated in terms of content, process and product to address the needs of heterogeneously grouped students. Due to this unique organization, we are able to be in compliance with the mandated hours for each student. In keeping with QHST philosophy, ELL classes are inquiry-based and differentiated to address the specific language needs of students. The ELL teacher uses the scores on the NYSESLAT as well as diagnostic and ongoing assessment to group students and to inform instruction. The ESL teacher uses the Sheltered Instruction Observation Protocol (SIOP) model, as well as Expediting Comprehension for English Language Learners (Ex-CELL) strategies to facilitate instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We provide translation services to effectively evaluate students in their native language. New Spanish speaking entrants who tested into the school's ESL program via the LAB-R are administered the Spanish LAB to measure their literacy level in the native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students are provided opportunities in all of their content areas, as well as in ESL to improve their levels in each modality. The ESL teacher informally assesses the students in each modality in preparation for the NYSESLAT. ESL lessons are designed to address each of the four modalities. Periodic assessments also are administered to identify specific skills to be addressed.
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).

As of now, QHST has 3 ELLs that are also classified as Students with Interrupted Formal Education (SIFE). SIFE are supported in a number of ways. They are assigned student buddies that speak their respective languages. We also provide teacher mentors, if possible from the same countries as the students. Students and their parents will be directed toward support services in their native languages. Since the drop-out rate is much higher for SIFE, we have built a very supportive environment at QHST for these students, in order to respond to their social, cultural, and linguistic needs. QHST offers an extended school day, extended school year and online classes for students to gain additional credits. In addition, an ESL club that is advised by the ELL teacher meets twice weekly in order to make available further support for these students. This flexible scheduling assists SIFE in becoming successful.

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

Some of our ELLs who need extension of services (4-6 year ELLs) are not meeting requirements in reading. Students requiring additional support in reading are presented daily with print-rich text. The variety of text includes poetry, fiction and non-fiction text, as well as informational, public and functional documents. Students are engaged into text through read-alouds and shared reading experiences. The primary purpose of these strategies is to model fluency. Furthermore, these techniques serve as an avenue to model skills, strategies and reading habits which the students will have an opportunity to practice. Students participate regularly in partner reading and practice the modeled skills and/or strategies. Vocabulary development is enhanced through direct vocabulary instruction, ongoing vocabulary lists, and through the use of visuals. In addition, all ELLs attend a Drop Everything and Read (DEAR) class daily. During DEAR, skills and strategies are further reinforced.

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

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

Long-Term ELLs are instructed with many of the same interventions as the ELLs receiving instruction for 4-6 years. Content area is a prime focus for these ELLs. Additionally, these students are provided with ongoing Regents preparation classes. QHST offers an extended school day, extended school year and online classes for these students to gain additional credits.

ELLs identified as special needs receive ELL instruction as per their Individualized Education Plans (IEP). In the ELL classes,

they are provided with individualized instruction. Attempts are made to engage them with their peers, especially those of similar backgrounds. For these students, the IEP data informs the instruction. Through collaboration with the self-contained teachers and the paraprofessionals, the ELL teacher works to improve their language ability.

Former ELLs are supported with additional ESL instruction if it is necessary. They continue to receive all of the testing accommodations. Teachers are aware of these students and continue to support them with differentiated strategies.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELLs are encouraged to support students with the strategies outlined in Question # 6. Our ELLS-SWDs fall into all of the categories outlined above.

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?

If ELLs are identified as needing more supports, the appropriate steps are taken to conduct an evaluation. Our ELLs are supported with Resource Room classes, and/or in ICT classrooms, and with ESL instruction. The ESL club also provides additional support to these students to achieve their IEP goals and to be successful on Regents exams. The SPED teachers engage in ongoing professional development to assist them in supporting their students. These teachers also turnkey the information to the content teachers.

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

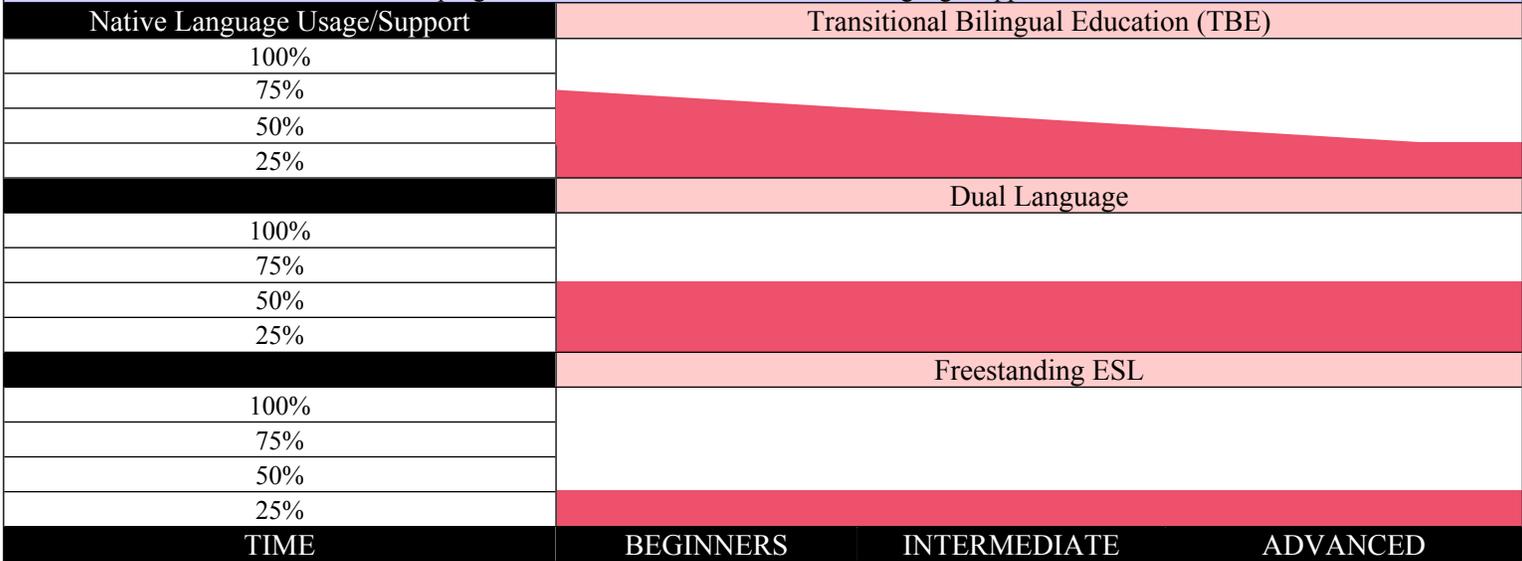
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes. Students are also exposed to informational texts on a weekly basis through Achieve 3000, a Common Core-aligned online literacy program. This program initially assesses each student's current lexile or reading level. The program is designed to differentiate texts so that students in the same classroom are able to read the same article at their reading level or a slightly more challenging reading level. The end goal of Achieve 3000 is for students to acquire the reading and comprehension skills that will put them on track for college and career readiness. All ELLs, including former ELLs who tested out in 2012 or 2013 are given time and half on all of their classroom examinations as well as Regents exams. The former ELLs are given a letter at the beginning of the school year informing their parents that they are eligible for transitional ESL services. These students are also discussed at grade team meetings. Native language support is provided through texts in the students' languages along with bilingual glossaries and dictionaries.

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

The current program has proven to be effective. The students' reading levels have increased and they are building stamina which will enable them to read challenging texts in order to be college ready. Many of our students are successful in their classes and are passing Regents exams.

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

This year, we will continue Achieve 3000 and the ESL teacher will continue to support the content area teachers in utilizing ELL strategies for effective instruction.

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

N/A

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

All ELLs are encouraged by their ESL teacher and other teachers to participate in clubs and on sports teams. Announcements are made in the cafeteria regularly which inform the students of programs and services. Additionally, this information is shared in Advisory.

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

Currently, we are using Achieve 3000 with all of our ELL students. The ESL teacher uses a variety of resources, both fiction and non-fiction, to support the students' language development. Content area materials are supplemented with texts at a lower reading level.

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

Native languages are supported through the use of bilingual dictionaries and glossaries and through texts in the students' languages.

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

Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes.

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.

When new ELLs enter our school, they are invited to participate in the Summer Bridge program. When ELLs enroll throughout the school year, they engage in activities with their Advisory.

18. What language electives are offered to ELLs?

ELLs are offered Spanish.

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)?

N/A

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 ELL teacher attends professional development sessions regularly targeted to improve ELL instruction. The ELL teacher attended a series of four workshops hosted by the NYC DOE's Office of English Language Learners, which provided information about meeting the diverse needs of both ELLs and students with disabilities. In addition, the ELL teacher, alongside QHST's ELA teachers, attends workshops provided in-house by an ELA content area coach, as well as meetings with QHST's Untenured Teacher Coach. The ELL teacher collaborates with all content area teachers in order to provide an optimum level of learning for these students. The ELL teacher attends grade team meetings and provides professional development and ELL training to all the teachers to discuss the ELL students' strengths and areas in need of growth, as well as specific ELL strategies. NYSESLAT data is shared with all of the teachers, in order for the teachers to be aware of how each student scored in each of the four modalities. The ELL teacher supports them in using this data to inform their practice.

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?

We have an active PTA that hosts monthly meetings and a variety of workshops. The annual Multicultural event provides an opportunity for parents of ELLs to participate and show pride in their culture. Parents' needs are brought up by their child's Advisor and addressed at grade level team meetings. Parents are encouraged to schedule appointments to meet with their child's teachers, guidance counselor, dean or assistant principal, when they feel it is necessary. We also host Orientation sessions and Back to School Nights, as well as Parent Intervention sessions. The parents of ELLs communicate with the teachers via e-mail and telephone. The NYC DOE's Translation and Interpretation Unit provides the service of over-the-phone translation, which is utilized by the ELL teacher in cases where home contact is needed and a parent does not speak English. If a parent brings up a concern, it is immediately addressed at a grade team meeting. Translators are provided for our students' parents at their request during Parent Teacher Conferences, IEP meetings, and Parent Intervention meetings. In addition, letters sent home to parents of ELLs can be translated with the support of the Translation and Interpretation Unit. All of the parents and guardians of the students at QHST are encouraged to communicate all of their needs and concerns with the school, so that we may support their children effectively.

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.

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

The Queens High School of teaching is located in Bellerose, a section of Queens that is ethnically and culturally diverse. The QHST staff is comprised of 4 administrators, 63 teachers, 3 guidance counselors, 3 community deans, 17 paraprofessionals, 4 secretaries and 10 school aides. Of the teachers permanently assigned to the Queens High School of Teaching, 100% are fully licensed. We have one fully-licensed ESL teacher, one content area teacher with a bilingual extension licenses, and four certified foreign language teachers. The Queens High School of Teaching offers a complete and comprehensive menu of courses in all academic areas. All of our instructional programs are aligned with the New York State Learning Standards and aspects of the Common Core Learning Standards and are taught through the process of inquiry. Teachers receive ongoing professional development in the areas of inquiry and differentiation, provided by content area coaches in-house. These areas are at the core of our philosophy that students learn best in mixed-ability settings where the needs of individual learners are addressed.

Since its opening in September 2003, QHST has assembled a number of viable committees consisting of educators, parents and students all interested in designing and embracing programs that support student learning. These committees include our SLC and our Inquiry Team among others. Our school tone remains positive and is highlighted by a collaborative staff and the active involvement of parents, teachers and community members. Teachers are actively involved in writing new inquiry-based and interdisciplinary curricula, instruction and lessons that are aligned with the NYS Learning Standards and the Common Core Learning Standards and the special needs of our students. In our most recent progress report, The Queens High School of Teaching received a grade of "B"; our most recent quality review designated QHST as "well developed." Our graduation rate is 89% and our attendance is over 90%. The combined resources found in Tax Levy and Title III/Part 154 funding will enable our school to satisfy the goals we've set for ourselves during the 2013-2014 school year to help our English Language Learners achieve proficiency and excel academically.

Part VI: LAP Assurances

School Name: Queens High School of Teaching

School DBN: 26Q566

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jae Cho	Principal		9/30/13
Cindy Kontente	Assistant Principal		9/30/13
	Parent Coordinator		
Alyssa Abraham	ESL Teacher		9/30/13
Sandra Dastagirzada	Parent		9/30/13
Deirdre O'Neill/Science	Teacher/Subject Area		9/30/13
Jennifer Koo/History	Teacher/Subject Area		9/30/13
	Coach		
	Coach		
Monica Sampedro	Guidance Counselor		9/30/13
	Network Leader		
Bryan Young	Other <u>Related Service</u> <u>Prov</u>		9/30/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **4** Network: **404**

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

Part A: Needs Assessment Findings

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

All incoming students are required to complete the Home Language Survey. Aggregated HLS results are used to assess school's written translation and oral interpretations needs. In addition, through the parent orientation sessions, parents are surveyed and are identified for translation services. Advisors and Grade Level Teams also identify students who are in need of written translation and/or oral interpretation. The ESL teacher keeps track of these students and ensures that translation is available whenever it is needed.

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

A small percentage of students' families require translation and interpretation services. This information is shared with the staff by the ESL teacher through Grade Level Team meetings.

Part B: Strategies and Activities

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

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

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

Oral interpretation services are available as needed. Services may be provided by in-house school staff, parent volunteers, DOE employees or interpretation staff. Services are available for Parent Teacher Conferences, open houses, and other meetings. The DOE website link http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit/default.htm is utilized for additional support.

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>.

Teachers will be informed of available services by the ESL teacher at Grade Level Team meetings, so that they can pass this information onto parents. The ESL teacher will communicate specifically with the ELLs and their families to ensure these supports are in place. Additionally, the PTA will communicate that these services are available at monthly PTA meetings. We will also share the Parents' Bill of Rights and A Parent's Guide to Special Education in the covered languages. Both documents make parents aware of their rights to languages services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part E: Budget

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

Allocation Amount: \$11200

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

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

Allocation Amount: \$11200

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