

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**25Q241**

**School Name:**

**QUEENS HIGH SCHOOL FOR LANGUAGE STUDIES**

**Principal:**

**MELANIE LEE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 25Q241  
School Type: Day School Grades Served: 9-10  
School Address: 35-01 Union St.  
Phone Number: 718-888-7530 Fax: 718-888-7526  
School Contact Person: Susana Leon Chu Email Address: sleonchu@schools.nyc.gov  
Principal: Melanie Lee  
UFT Chapter Leader: Katy Ward  
Parents' Association President: Melody Wang and Edna Miles  
SLT Chairperson: Melanie Lee  
Student Representative(s): Siyu Dai and Anasiah Satar

**District Information**

District: 25 Superintendent: Juan Mendez  
Superintendent's Office Address: 30-48 Linden Place, Rm. 307, Flushing, NY 11354  
Superintendent's Email Address: Jmendez2@schools.nyc.gov  
Phone Number: 718-281-7696 Fax: 718-281-7519

**Cluster and Network Information**

Cluster Number: 05 Cluster Leader: Debra Maldonado  
Network Number: 521 Network Leader: Alan Dichter

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Melanie Lee	*Principal or Designee	
Katy Ward	*UFT Chapter Leader or Designee	
Melody Wang	*PA/PTA President or Designated Co-President	
Jazmin Carey	DC 37 Representative, if applicable	
Anasiah Satar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Edna Miles	PTA Co-President	
Jane Kao	Parent	
Dorcas Tung	Parent	
Brian Bligh	Teacher	
Siyu Dai	Student	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### BACKGROUND

The Queens High School for Language Studies (QHSL) opened in September 2013 on the Flushing Educational Campus, serving 9<sup>th</sup> grade students. In the 2014-2015 school year, our school has grown to serve over 200 students in grades 9 and 10. Thirteen teachers, five support staff members, and two administrators comprise our faculty. QHSL offers a transitional bilingual education program in Mandarin Chinese, and in screening for language, seeks to serve a community of students that is 50% English Language Learner, native in Mandarin-Chinese, and 50% English proficient. QHSL shares its historic campus with Flushing High School and Veritas Academy. Community based organizations we partner with include Asian Americans for Equality and Sports and Arts Foundation. Additional collaborations include an improv program with the famed Upright Citizens Brigade and a taekwondo program with Korea TKD. This year, QHSL is proud to be a Learning Partners school, partnered with Academy for Careers in Television and Film as our host school.

### OUR MISSION STATEMENT

QHSL seeks to graduate students with a strong academic foundation, built with the support of quality educators who foster critical thinking, intellectual curiosity, and determination. Students are prepared for success in college and career through a rigorous, comprehensive curriculum that includes the intensive study of English and Mandarin Chinese. By meeting the linguistic, academic, and emotional needs of all our students, we challenge and encourage our graduates to achieve their best potential, not just in one language but in two.

- **Graduating college-ready students who are proficient in both academic English and Mandarin Chinese** is our focus.

We serve New York City's adolescent Chinese immigrant learners, providing intensive ESL instruction and bilingual support in the content areas for students learning academic English. We will also provide intensive Mandarin study for interested English-proficient students, welcoming students from all ethnic and cultural backgrounds. By learning a second language, students build empathy, patience, and understanding for one another's diversity.

- **Quality literacy instruction and comprehensive course offerings** are the key to our students' academic success. In all content areas, teachers will engage their students in rich conversations that build literacy, develop analytical skills, and challenge their critical thinking. Students will learn to write convincingly and clearly in a variety of presentations. By graduation students will be confident, independent readers and writers, prepared and ready for college-level work in any discipline.

- **Our warm, close-knit community emphasizes collaboration and responsibility.** Members of our community support one another to achieve their best potential; we also hold each other accountable. Success and growth are celebrated. Teachers, parents, counselors, community partners, and administrators come together to ensure our students' needs are met through planning and communication. A culture of high expectations is sustained through caring, committed relationships.

### STUDENT DEMOGRAPHIC INFORMATION

Currently, our student population reflects the following statistics:

- 63% female and 37% male in our 9<sup>th</sup> grade; 47% female and 53% male in our 10<sup>th</sup> grade
- 68% English proficient, 5% former ELL, and 27% ELL in our 9<sup>th</sup> grade; 31% English proficient, 20% former ELL, and 49% ELL in our 10<sup>th</sup> grade
- Among our ELLs, 28% are beginner, 41% intermediate, and 31% advanced ELL for our 9<sup>th</sup> grade, according to NYSESLAT/NYSITELL scores; in our 10<sup>th</sup> grade, 21% of our ELLs are beginner, 67% intermediate, and 12%

advanced

- Primary home languages, as indicated by ATS, include English (30%), Spanish (25%), Mandarin (19%), Chinese-other (18%) for our 9<sup>th</sup> grade; Mandarin (43%), Chinese-other (24%), Spanish (14%) and English (13%) for our 10<sup>th</sup> grade. In total, we have over a dozen languages represented among our students' families.

#### STUDENT ACADEMIC INFORMATION

Our incoming proficiency levels for 9<sup>th</sup> and 10<sup>th</sup> grade students are an average of 2.53 for English and 2.63 for Math proficiency, based on 8<sup>th</sup> grade test scores for students who were previously enrolled in NYC schools. This does not include information for our students who directly enrolled in our school, many of whom are new immigrants. Among our 9<sup>th</sup> grade, a score between 2 and 2.25 was most frequent for ELA, and between 2 and 2.25 for Math (9<sup>th</sup> grade) and 2.25 and 2.5 (10<sup>th</sup> grade). 5.7% of our students have IEPs. 10% of our students are overaged.

#### OUR STUDENT ACHIEVEMENT DATA

Data for our first cohort of students includes the following:

- 97% of our students earned enough credits to be on track towards graduation after one year; this includes 87% of our lowest third
- For Integrated Algebra, 92% of students passed the exam, with 64% meeting the College Readiness threshold; the average score was 80
- For Geometry, 100% of students passed, with 71% meeting College Readiness; the average score was 85
- For Living Environment, 88% of students passed; the average score was 79
- Student attendance was approximately 94% in the 2013-2014 school year

#### OUR STRENGTHS AND ACHIEVEMENTS

In our second year, we continue our work to build a strong foundation for student achievement. This includes

- hiring and developing a staff that meets the complex needs of our population
- maintaining and developing systems and routines around attendance, academic and socio-emotional interventions for struggling students, and communication among all members of our community
- managing time among administration and faculty to ensure observations and conferences are framed around cultivating trust, improving teacher practice, and reflecting on student achievement.

These aspects of our school were highlighted as strengths in our New School Quality Review (NSQR). Additionally, in support of this work, we have met as a faculty in the last two weeks of August both past summers. This time together is crucial, allowing our faculty to develop norms and build trust, review staff and student handbooks, and co-develop and review key expectations and goals for the year.

Additionally, other accomplishments include the implementation of Student Led Conferences in lieu of traditional parent conferences and parent communication. How students collect and present their work to families and their advisory teacher is an area of continued improvement and revision for our school. Parent outreach and feedback are also a priority. All documents, including monthly newsletters, are translated into Chinese and Spanish. Members of our staff are fluent in Mandarin Chinese, Cantonese, and Spanish, and we make phone calls to parents daily around attendance and student progress. We also use Skedula/Pupilpath, online applications that allow students and families to monitor performance and increase overall transparency.

#### WHERE WE NEED TO GROW

As our teaching faculty has more than doubled, revising our curriculum and developing strong norms for teacher teaming are our top priorities. Our NSQR cited the need for refining assessments to more accurately capture student thinking and drive instruction; this focus is tied to our need to develop more coherent curricula across contents. Similarly, we need to develop classroom teaching strategies that are more consistently implemented across the school. Finally, our NSQR also recognizes a need for continued examination of student work within teacher teams, particularly to address the needs of our English Language Learners.

In response, we have identified an instructional goal, curriculum goal, and school culture goal for the year. Our instructional goal emphasizes improving student to student interactions, establishing expectations and rituals around cooperative learning across classrooms. Particularly for our ELLs, teacher must intentionally plan opportunities for

student discussion that allows students to leverage their prior knowledge and native language. Our curriculum goal is the continued refinement of CCSS aligned curriculum maps and the development of performance tasks that allow for critical thinking and build in scaffolds for struggling students. Finally, our school culture goal focuses on the development of a professional learning community, especially now that each teacher has at least one thought partner in his/her content area. Altogether, cultivating a culture of trust and collegiality will allow our faculty to take risks in their own professional growth, mirroring the culture we hope to create in our classrooms, and encouraging our students to do the same to achieve more.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

<ol style="list-style-type: none"> <li>1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</li> <li>2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</li> </ol>
<p><b>STRENGTHS AND NEEDS</b></p> <ul style="list-style-type: none"> <li>- An existing positive school culture: students feel challenged and supported</li> <li>- Existing work includes the following documents, shared among department teams: a graduate scope and sequence and curriculum maps for individual courses</li> <li>- Refine our curriculum maps for better CCSS alignment; revising assessments, both formative and summative, to better capture student thinking, to meet the needs of our students while communicating high expectations, and to drive instruction</li> </ul> <p><b>DATA SOURCES</b></p> <ul style="list-style-type: none"> <li>- “Continue to refine assessments so that they more accurately capture student thinking and understanding and have an impact on adjusting instructional decisions so that the needs of both high and low performing students are met in the classroom.” (NSQR, 2013-14, QR Indicator 1.1)</li> <li>- 2013-14 Common Core Algebra Regents scores versus Integrated Algebra Regents scores</li> <li>- 2013-14 School Survey Data</li> </ul>

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, teacher teams will have developed and revised curriculum maps and corresponding assessments to more strategically address the Common Core State Standards, reflecting proficient or well-developed criteria in QR indicator 1.1 and effective or highly effective traits in components 1e and 1f of the Danielson Rubric.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
<p>Faculty-wide professional development to cultivate meeting norms and communicate annual goals</p>	Teachers	End of August/early September	Administration

Teacher teaming in departments, at least twice a week, to review student work and examine assessments, and to revise content-specific vertical scopes and sequences	Teachers	September-June	Administration or lead teachers
Review of student data in faculty-wide professional development; review of existing CCSS ELA Regents available to better vertically align curriculum maps	Teachers	End of Term 1	Assistant principal
Revision of curriculum maps based on student data	Teachers	End of Term 2	Administration or lead teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Common Planning Time built into teacher schedules
- Shortened Monday whole-staff meetings (twice a month, campus wide)
- Chancellor’s Conference Days

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

End of January 2015 (Regents Week):

- Teachers will identify areas in need of revision in their curriculum maps for Term 2, based on an analysis of student work. Teachers will also strategically plan for vertical alignment, determining power standards and related enduring understandings and skills within their maps.

**Part 6b.** Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

#### STRENGTHS AND NEEDS

- PD in 2013-14 focused on academic language and accountable talk, identifying sentence stems to scaffold discussions for all students, both orally and in writing
- Classroom observations reveal that opportunities for cooperative learning vary from informal to formal; some teachers implement protocols and rituals, others provide time but little direction; student experiences around cooperative learning therefore vary across classrooms, both in quality and in their impact on student achievement

#### DATA SOURCES

- “Ensure weekly individual teacher conferences and professional development sessions focus on teaching strategies, such as questioning and student-to-student discussion, and are coherent and consistent across classes so that student work products reflect high levels of thinking and participation.” (NSQR, 2013-14, QR Indicator 1.2)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2015, teachers will have engaged in professional development and implemented classroom strategies that promote cooperative learning among students across classrooms, reflecting the critical attributes for effective or highly effective components 1e, 3b, and 3c of the Danielson Rubric and QR indicator 1.2.
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### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Faculty-wide professional development to model and discuss cooperative learning strategies	Teachers	End of August/early September	Administration
Faculty-wide professional development to continue discussion and introduce additional tools like video	Teachers	Election Day PD	Administration and network support

Intervisitations through Learning Partners and within our own school, by departments and school-wide, utilizing observation tools relative to cooperative learning	Teachers	December to May	Administration or lead teachers
Development of a school-wide rubric around what successful cooperative learning looks and sounds like for our student populations	Teachers	May to June	Administration and lead teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>- Common Planning Time built into teacher schedules</li> <li>- Shortened Monday whole-staff meetings (twice a month, campus wide)</li> <li>- Chancellor’s Conference Days</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>- Learning Partners allocation</li> </ul>									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<u>End of January/Early February (Chancellor’s Conference Days)</u>				
<ul style="list-style-type: none"> <li>- teachers will review data taken from professional development and intervisitations to draft a rubric for successful cooperative learning at QHSL</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### STRENGTH AND NEEDS

- As a second year school, this is our first year where teachers have at least one partner within their content departments
- In PD last year, the entire staff practiced examining student work using protocols and low-inference observations
- Administration communicated expectations around taking minutes and keeping agendas for teacher meetings; teachers shared in developing school-wide norms around teaming

#### DATA SOURCES

- “Continue to examine student work in teacher teams to ensure that rigor and higher order thinking skills are consistently embedded in academic tasks across classrooms in order to accelerate student learning and address the needs of English Language Learners.” (NSQR, 2013-14, QR Indicator 2.2)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, department teams will have met at a minimum of twice a week around student work and classroom strategies, informed by video, intervisitations, and staff-wide PD. This work will reflect proficient or well-developed attributes of Quality Review Indicator 4.2.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
Faculty-wide professional development to create school-wide norms around collegial and collaborative work	Teachers	End of August/early September	Administration

Teacher team meetings: minutes and documents shared on school Google drive with administration	Teachers in department teams	Weekly-September-June	Administration and teachers
Mid-year check in and goal setting: teachers revisit the norms and reflect on their own progress and the progress of their teams	Teachers	End of January	Administration
End of year check in and visioning: teachers revisit norms and develop goals and plans to orient new staff joining our team	Teachers	June	Administration and lead teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>- Common Planning Time built into teacher schedules</li> <li>- Shortened Monday whole-staff meetings (twice a month, campus wide)</li> <li>- Chancellors Conference Days</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<u>End of January</u>				
<ul style="list-style-type: none"> <li>- Teachers will reflect on their teaming individually and as a staff, using QR indicator 4.2, and develop and submit an action plan for improving the quality fo their work for Term 2</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

#### STRENGTHS AND NEEDS

- Positive feedback from the staff to administration regarding the nature of their support, as revealed by the school survey and anonymous surveys last year
- Organization around time management and resources allows for scheduling to support ongoing conversation between administration and staff

#### DATA SOURCES

- “Ensure weekly individual teacher conferences and professional development sessions focus on teaching strategies, such as questioning and student-to-student discussion, and are coherent and consistent across classes so that student work products reflect high levels of thinking and participation.” (NSQR, 2013-14, QR Indicator 1.2)
- School Survey 2013-2014

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the administration will have devised and followed a schedule where the principal and assistant principal meet with individual teachers and support staff on average twice a month, in one on one meetings to provide socio-emotional support and encourage professional growth around student achievement. This will be measured using feedback data from the school survey and our own survey instruments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Administration creates and informs teachers of a schedule to meet on average twice a month during their prep period; shared via Google Drive	Administration and teachers	September	Administration
Conduct walk-throughs and meet with teachers for a non-evaluative coaching session; discuss goals and expectations	Teachers	October-November	Administration
Continue one-on-one meetings in cycles: observation (or pre-observation if teacher chose a formal observation), debrief and post-observation, explanation of evaluation	Teachers	December-April	Administration
Survey staff for anonymous feedback, using mock school surveys and our own surveys via Google Form	Teachers	January and June	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Frequent communication and strategy meetings between principal and assistant principal

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

End of January/Term 1

- Teachers will fill out an anonymous survey that reflects questions from the NYCDOE school survey
- Administration will reflect on the feedback and determine next steps for Term 2

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

#### STRENGTHS AND NEEDS

- A multilingual staff provides translation for Chinese languages and Spanish, both orally and written
- Feedback from parents has been positive; 100% of parents surveyed indicate they are satisfied with the education their child has received
- Increasing attendance at PTA meetings and determining the needs and interests of parents remain a priority

#### DATA SOURCES

- 2013-14 School Survey Data

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will have created various feedback forms, other than the school survey, to better identify the needs and interests of our parents, and to better analyze feedback around their child’s progress. These forms will then drive our PTA programming for this school year and next.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Develop or revise feedback forms for key scheduled events throughout the year: PTA workshops and student-led conferences. Collect these forms and determine their effectiveness.	Parents	September to November	Parent coordinator and administration
Develop feedback forms for parent outreach: forms to return after receipt of monthly mailings, progress reports, etc. Determine the best way to deliver and collect forms (backpacking vs. pre-stamped mail)	Parents	December to January	Parent coordinator and administration

Analyze data and work together with our PTA presidents and the SLT to revise feedback forms and determine programming for the spring semester.	Parent leadership	January to February	Parent coordinator and administration
Develop and administer feedback forms for the end of the year, in conjunction with the second SLC and separate from the school survey	Parents	April	Parent coordinator and administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
- Ongoing meetings with support staff and PTA leadership

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
<u>End of January/Early February</u>				
-	The parent coordinator, PTA leadership, and administration will review feedback data and determine an action plan for programming for Term 2			
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>- teacher designed assessments</li> <li>- STAR reading</li> </ul>	<ul style="list-style-type: none"> <li>- guided reading</li> <li>- targeted grammar instruction</li> </ul>	<ul style="list-style-type: none"> <li>- tutoring</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- After school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>- teacher designed assessments</li> <li>- real and mock Regents data</li> </ul>	<ul style="list-style-type: none"> <li>- repeated practice</li> <li>- retakes of exams</li> </ul>	<ul style="list-style-type: none"> <li>- tutoring</li> <li>- small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- After school</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>- teacher designed assessments</li> <li>- real and mock Regents data</li> </ul>	<ul style="list-style-type: none"> <li>- retakes of exams</li> <li>- revisions of assessments</li> </ul>	<ul style="list-style-type: none"> <li>- tutoring</li> <li>- small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- After school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>- teacher designed assessments</li> <li>- mock Regents data</li> </ul>	<ul style="list-style-type: none"> <li>- retakes of exams</li> <li>- revisions of assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Tutoring</li> <li>- small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- Before school</li> <li>- After school</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>- referrals by faculty</li> <li>- as determined by the guidance counselor</li> </ul>	<ul style="list-style-type: none"> <li>- counseling around conflict management and shared problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- one to one</li> <li>- small group</li> </ul>	<ul style="list-style-type: none"> <li>- During the school day</li> <li>- After school</li> </ul>

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

- feedback: in-person discussion and preference sheets help guide programming and hiring needs for the following year
- recruitment strategies: referrals by colleagues, a one-pager distributed via email and through our website, use of New Teacher Finder
- hiring by committee: resume and cover letter review, phone interview, analysis of a writing sample, demo lesson and debrief with the hiring committee with department representatives

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

High quality professional development begins before the school year for students and continues throughout the year; this PD is planned largely by administration and features the following:

- text discussion of PD articles using protocols
- video learning communities, with the support of our network achievement coach
- intervisitations and debriefs, within our school and at other schools
- examination of student work and assessments using protocols

Feedback after each PD session is incredibly important in driving future PD options.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

- Teachers make decisions within departments and present options to administration as needed.
- For assessments across the school (reading inventories, etc.), achievement coaches from the network work with administration and selected teachers in order to turn key the use of assessment measures

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$86,000	X	ALL
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	p.19

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,075,562	X	All

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **[The Queens HS for Language Studies]**, 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 the school and the families. The 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 the school community. **[The Queens HS for Language Studies]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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 1<sup>st</sup> 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 with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>25</b>	Borough <b>Queens</b>	School Number <b>241</b>
School Name <b>Queens High School for Language Studies</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Melanie Lee</b>	Assistant Principal <b>n/a</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Katy Ward</b>	Guidance Counselor <b>Jeff Ku</b>
Teacher/Subject Area <b>Lok Yung, Math</b>	Parent <b>Regina Zhou</b>
Teacher/Subject Area <b>Shanshan Ma, Chinese</b>	Parent Coordinator <b>Susana Leon Chu</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										27				27
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE														0
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	27	0	0	0	27

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	23			3			1			27
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	23	0	0	3	0	0	1	0	0	27
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese										27				27
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	27	0	0	0	27

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										12				12
Intermediate(I)										4				4
Advanced (A)										11				11
Total	<b>0</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>										1			

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
In addition to the LAB-R. All incoming students take school-created assessments to measure their literacy skills. As our school grows, we may implement a widely used program like Fountas and Pinnell.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

For our school's first cohort, the vast majority of our ELLs are newcomers, arriving over the summer. These students have tested at either the beginner or the advanced level on the LAB-R. There are fewer students who test at the Intermediate level. For students coming in from 8<sup>th</sup> grade in NYC schools, our ELLs are mostly beginner and intermediate on the NYSESLAT. However, many of the students who tested beginner on the NYSESLAT in 2013 tested as intermediates on the LAB-R. I do not anticipate the same pattern with our second cohort as we will be able to recruit from Round 1 and Round 2 in the high school application process and should see a wider diversity in the level of English proficiency for our ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our ESL team looks at raw scores for each of the modalities using the RNMR report from ATS. These scores are then compared to our school's own baseline assessments and classroom observations. Currently, as a new school, we have no prior data around AMAOs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. With our current 9<sup>th</sup> grade, our proficiency patterns are as described above. We have not given any state exams yet. For our own assessments, we have assessed the students in English and Chinese in math, science, and social studies. In these classes, teachers offer questions in both languages on summative exams. These school created exams reveal that ELLs are accessing the content but are still gaining proficiency in English.
    - b. We plan on using the results of the ELL Periodic Assessments as a more accurate measure of how the students will perform on the NYSESLAT, as compared to their LAB-R scores. We will also compare data to the previous year's scores for each modality. The periodic assessment results will also be an additional data point on top of our teachers' own formative and summative assessments to drive in instruction.
    - c. The periodic assessment supplements our own data and observations of student learning and proficiency. The native language is used to help fill in gaps--whether content is not known due to gaps in understanding or due to lack fo English proficiency.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Every student in our school is learning language. Second language development drives instructional decisions like unit and lesson design in all content classrooms. Content teachers build English language skills by using SIOP methodologies such as building conceptual background, previewing vocabulary, and ensuring that content is comprehensible for ELLs.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
N /A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We will be looking at both scores for state exams (NYSESLAT and Regents exams) as well as student work and the results of our own school-created assessments. We will also be using periodic assessment data related to state assessments. As our school is in its first year, we will more fully evaluate the success of our program at the end of the year.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Our parent coordinator is a multilingual speaker of Cantonese, Mandarin, and Spanish. She greets new students and families when they first arrive to our school. She administers the HLIS and gives an informal oral interview in English and the native language. Then, a member of our ESL team is called in to review the HLIS, meet the student and family, and review qualifications for additional language screening. We have an on-call schedule for which ESL teacher will be available. If the ESL teacher determines the student requires a LAB-R, she gives the LAB-R immediately if possible or the next day.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Our parent coordinator outlines the three available programs, with the aid of visuals, with each newly admitted student and family, if entitled to services based on the results of the LAB-R. This occurs within a week of registration. In the fall, we also offer an ELL parent night to answer questions and review the programs offered in NYC. This is offered in October or November and again in March and April. Parents are invited to watch the informational video on the three program choices at this meeting. If students arrive over the summer, we offer the same information to parents and families during our end of August orientation.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
After our parent coordinator reviews the three options, she asks the parents to fill out the survey and selection form immediately. However, if parents bring these forms home, she follows up with the student and family in person and by phone to ensure that these letters are returned. Entitlement letters and other key documents are filed away in the student's file. We also allow time for parents to fill out the form at the end of our ELL parent night.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
In our school, we offer a TBE program and ESL classes. After parent consultation and communication, which typically happens within the initial interview or in the days following, our parent coordinator reviews the survey and selection form to ensure that the criteria is met. Continued entitlement letters are likewise filed in students' files.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered in students' double period ESL classes. Typically, the reading and writing are administered together while the listening is administered on a separate date. The speaking portion of the NYSESLAT is completed via pullout from other classes within a one week period. At the beginning of the year, we use both the RLER and RLAT reports off ATS to review eligibility and progress.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Currently, we do not have data to identify trends.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. We offer self-contained ESL classes at various levels. Additionally, our ESL teachers collaboratively team teach with our social studies, math, and drama teachers one period of the day.
    - b. With only a 9<sup>th</sup> grade in 2013, students are placed by level in ESL classes. However, they are heterogeneously mixed in their content classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    - a. All ELLs have Chinese as a NLA for one period (48 minutes) a day. Every ELL student has ESL for a double period each day. Our ESL teachers then collaboratively team teach with content teachers for an additional 1-2 periods a day. Our beginners and intermediates receive close to 200 minutes of ESL instruction and support each day. Our advanced students receive ESL support, either as a class and/or through CTT each day, in addition to their ELA class.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our TBE program, students take Chinese Native Language Arts, math with bilingual support, and social studies and science with ESL support. As our school grows, we plan on offering sections of social studies and science with bilingual support. For Chinese NLA, students learn many of the same writing skills and reading strategies that are used in their ELA and ESL classes. The course is designed around informational reading and touches on content topics in science and social studies to support their learning in these content classes. Math is taught bilingually. Our teacher helps make the language comprehensible by breaking down word problems and previewing vocabulary. Likewise, our social studies and science teachers plan their lessons for ELLs with ESL strategies in mind: building background, clear modeling, and assessments offered in their native language, designed with the help of our bilingual staff members. All methods are informed by the SIOP model.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Summative exams and directions for performance tasks are translated in content classes. Teachers work with our bilingual Chinese staff to create and monitor formative and summative assessments that measure content knowledge in Chinese.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers design lessons and unit performance tasks that allow them to evaluate all four modalities. For example, performance tasks might include debates, mock talk shows, mock trials, Socratic seminars, etc. This ensures that the listening and speaking modalities are also assessed in addition to reading and writing.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

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

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

### 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:	1			
Social Studies:				
Math:	1			
Science:				

### 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


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

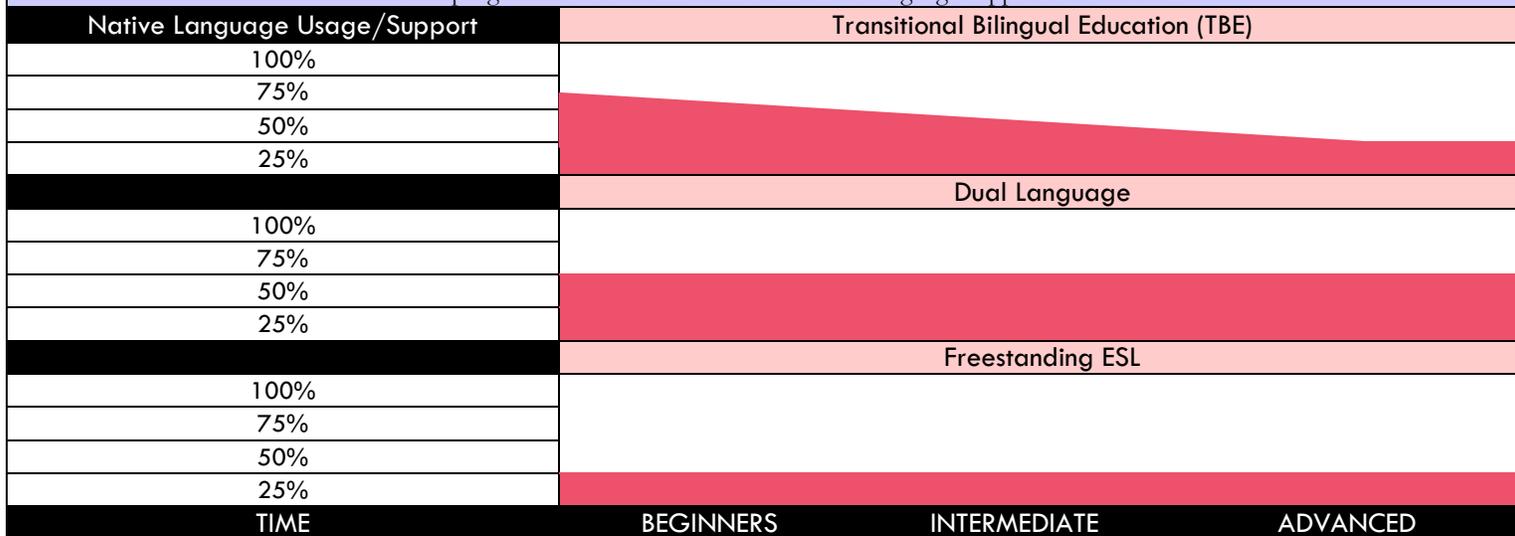
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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.
- For SIFE students and low-level beginners, we offer ESL small-group instruction and pull out during students' PE periods. Similarly, co-teaching assignments are determined by the progress of this sub group. We offer one math class with bilingual instruction and a second period of math co-taught by the math and ESL teacher. Our Chinese teacher and a bilingual para professional also assist in our science and social studies classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Currently, we do not have enough data to accurately rate the effectiveness of our program. However, we believe that supporting our students linguistically, through native language instruction, ESL, and bilingual support, will yield significant progress in English acquisition and success within the content areas. All teachers understand that they are teachers of ELLs and literacy through and in the content areas is a focus for our entire school.
11. What new programs or improvements will be considered for the upcoming school year?
- a summer bridge program for ELLs in ELA and math
  - additional supplemental classes, in addition to theatre, statistics, and film, that help promote English acquisition while teaching content that students and teachers are both passionate about
  - greater support through Regents prep and review classes after school
12. What programs/services for ELLs will be discontinued and why?
- Currently, we have no programs/services that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Half of our teaching staff is bilingual. All our support staff is bilingual. Information about school programs is always translated and made available to students and families. After school services include daily peer tutoring and teachers' office hours. We also have several extracurricular clubs open to all students: chess, music, drama, and computer programming are just a few. A menu of these activities is clearly displayed in our hallway using illustrations.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We are an iLearn school. Achieve 3000 and other iLearn software are being utilized to support all levels of ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As stated, half of our teaching staff is bilingual and all our support staff are bilingual. We work collaboratively to provide native language support in both our TBE and ESL programs.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Presently, we only have a 9<sup>th</sup> grade and will be expanding each subsequent year. Resources are carefully selected and shared among teachers to ensure that they correspond appropriately the ages and grade levels of our students. Authentic texts and adapted texts are both used.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Before the beginning of the school year, we offer a student and family orientation where students meet each other for the first time. We plan on having our student government assist with this in future years. Our student government is also asked to help new ELLs who enroll throughout the year acclimate by being a guide and buddy in the first few days after arrival.
18. What language electives are offered to ELLs?
- We only offer Chinese Native Language Arts, Chinese as a Second Language, ELA, and ESL. Additional electives that help promote language development are theatre and film.
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- We do not have a dual language program.

## C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

## **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

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

## **Part VI: LAP Assurances**

**School Name: Queens HS for Language Studies**

**School DBN: 25Q241**

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

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Queens HS for Language Studies	DBN: 25Q241
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 78
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 7  
# of certified ESL/Bilingual teachers: 6  
# of content area teachers: 1

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: QHSLS currently has a student population of 206 students, of which 78 are ELLs. Our ELLs are comprised of the following levels: 16 Advanced, 44 Intermediate, and 18 Beginners. By the end of this school-year, we expect our students to improve their reading/writing raw score by one level or by an average of 15 points. We also expect our ELLs to be on track with Regents exams required for graduation.

All ELLs have a double period of ESL each day. Beginning and low intermediate ELLs, based on the NYSESLAT exam and teacher-made assessments, receive 587 minutes of instruction each week, one additional period above the mandated time for beginner ESL students. These students have a single period of ESL every other day, focusing on skill-building and grammar. This time will also be used for independent reading. The instruction described here is served from Periods 1-9.

In addition, ELL students receive additional support after school for one hour by two ESL certified teachers, two bilingual teachers, and a math teacher. This totals 9 hours a week. These hours are specifically meant to offer support in their regularly scheduled ESL classes. We also have two dual certified TESOL/Chinese language teachers who provide additional support. This support is intended to boost their literacy in their native language. Also, because of the new Common Core Math Exams, a certified math teacher, who is bilingual in Chinese, is also providing additional support.

Additionally, to prepare ELL students for the Regents Exams in both January and June, Saturday instruction will be provided by their content area teachers. These will be provided from 9AM-12PM during the 4 Saturdays approaching the Regents.

**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

### Part C: Professional Development

Begin description here:

As a school on a multi-session campus, we have 16 sessions of 90-minute professional development meetings and several full days of professional development scheduled on Chancellor's Conference Days and on Regents Days with no tests to administer. Time during these days are dedicated to Title III academic teachers. Prior to the start of the school year, these teachers also voluntarily met at the end of August for seven half days of professional development as well. In these sessions, Title III teachers discussed scaffolding strategies and ways to improve comprehensible input for ELLs. Teachers also wrote and redesigned curriculum, driven by the previous year's data.

Our Title III staff has identified two areas of growth in instruction for ELLs: how to plan for and implement effective group work and how to check for understanding when ELLs have limited oral and written skills. Additional to the time discussed above, teachers have common planning time each during their professional period. They work closely with our network ELL instructional coach, who participates in CPT meetings weekly and is shared on all CPT minutes.

### 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: QHSLs has a multilingual support staff that speaks multiple dialects of Chinese and Spanish fluently. Prior to the start of the school year, we offer a parent orientation in Chinese, Spanish, and English. We introduce the staff, review the parent and student handbook, and welcome all families into our community.

Our parent Coordinator and Asian Americans for Equality (AAFE) are working together to coordinate parent workshops and events through the Parent Teacher Association. 90-minute workshops are offered once a month, on a weekday evening or on Saturday morning, and focus so far on the following:

- introducing resources within our school and the local community; this includes English literacy classes offered by our CBO partner AAFE
- introducing strategies to help parents communicate with their teenage students; this includes building technology and social media literacy
- preparing for the college application and financial aid process (this includes college visits for parents)
- understanding graduation requirements and changes to the Common Core and college entrance examinations
- introducing our online grading platform Pupilpath.com; assisting parents with creating email and using this website

**Part D: Parental Engagement Activities**

We seek feedback after each meeting and modify our schedule according to the input we receive from parents. Every month, we also write a newsletter, discussing school highlights, celebrating students of the month, and updating parents on upcoming dates and events. These newsletters are translated into Chinese and Spanish each time. Finally, throughout the year, we invite parents to our school-wide events: a multi-cultural Thanksgiving potluck, Lunar New Year celebration, talent showcases, and an Awards night. We seek to include as many parents in these events as possible.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

