

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

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

School Name: **QUEENS ACADEMY HIGH SCHOOL**

Principal: **BILL MANOLIOS**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 25Q540
School Type: Transfer High School Grades Served: 10-12
School Address: 138-11 35th Avenue, Flushing, NY 11354
Phone Number: 718-463-3111 Fax: 718-886-5015
School Contact Person: Bill Manolios Email Address: vmanoli2@schools.nyc.gov
Principal: Bill Manolios
UFT Chapter Leader: Jenny Squires
Parents' Association President: Robin Baugh
SLT Chairperson: Jenny Squires
Student Representative(s): Rah Leek Johnson, Domonique Brister and Tamea Baugh

District Information

District: 25 Superintendent: LaShawn Robinson
Superintendent's Office Address: 52 Chambers Street, New York, New York 10007
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

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)
Bill Manolios	*Principal or Designee	
Jenny Squires	*UFT Chapter Leader or Designee	
Robin Baugh	*PA/PTA President or Designated Co-President	
Juan Velez	DC 37 Representative, if applicable	
Rah Leek Johnson, Domonique Brister and Tamea Baugh	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sophia Brister	Member/parent	
Sharon Williams-Wright	Member/parent	
La-Keisha Wessley	Member/parent	
Lori Gregorio	Member/teacher	
	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.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	Strong Family-Community Ties: 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.	Trust: 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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Queens Academy is a transfer high school with 429 students from grade 10 through grade 12. The school is situated on two sites within Queens, Flushing, and Jamaica. The school population comprises 37% Black, 39% Hispanic, 9% White, and 12% Asian students with other ethnicities representing the rest of the population. There are over 27 countries represented in our student body, which includes 6.5% English language learners and 7.7% special education students. Boys account for 55% of the students enrolled and girls account for 45%. Queens Academy High School's mission is to provide a respectful, nurturing environment of high learning expectations where students, parents and the academic community assume collective responsibility for all outcomes.

Queens Academy has a safe, nurturing environment that provides students with an individualized and accelerated path to graduation. To provide students with more opportunities to accelerate their progress towards graduation, we have adopted a trimester model, adopted a multisession schedule and increased our blended, online course offerings. In addition, we have devised a Saturday enrichment program where we offer dual-enrollment, College Now courses and have reached out to form partnerships with feeder schools, with the community and with the Office of Postsecondary Readiness to support our instructional focus of argumentative writing that incorporate the instructional shift of arguments grounded in effective use of textual evidence in humanities courses and of deep understanding and applying mathematical concepts in "real world" situations in math courses. In addition, to support the academic goals aligned to the Common Core, we have decided to focus on developing the social and emotional growth of our students and to develop professional practices that promote a growth mindset. We have devised a master schedule that provides teachers with many opportunities to work with each other in collaborative and common planning teams and that provides opportunities for weekly professional development sessions.

With the support of our network, we were able to acquire programs to support teacher development and student college readiness. Furthermore, we were successful in applying to the Transfer School Common Core Institute and in securing the services of an Interschool Development Coach and a CUNY technology intern. To prepare students to face the challenges that await them when they leave us, we plan to continue aligning our academic program to the Common Core Standards and to strengthen our post-secondary advisement and support program.

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

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).
 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.
- The results of last year’s Performance Based Assessments showed that 92% of students who took both pre- and post-assessments improved in their argumentative writing. Continuing to focus on argumentation will allow us to deepen our practice as we make incremental improvements and bring our expertise to scale by implementing argumentative writing across the disciplines. Furthermore, an analysis of our 2013-2014 MOTP indicates that the lowest scoring Danielson components out of all those that will be rated in the 2014-2015 school year are 3B Using Questioning and Discussion, 3D Using Assessment in Instruction and 3C Engaging Students in Learning respectively. A focus on argumentation will allow us to improve upon these areas since argumentation promotes open-ended discussions and since argumentation leads to active engagement and promotes critical thinking.
 - English teachers have more experience with argumentative writing. Taking their expertise to scale will require significant amounts of professional development. Even though English teachers assign argumentative tasks and engage students in writing and revision, a review of formal and informal observations indicate that they too have room for improvement, particularly in creating quality performance-based tasks, providing students with effective oral and written feedback, providing effective direct instruction and scaffolding that instruction to teach concrete argumentative skills in a logical, sequenced and comprehensive manner. On our most recent Quality Review, the reviewer stated that “the school has yet to develop a system for setting and disseminating data informed goals for all subgroups so that teachers can develop additional supports for targeted students.” This school year we have chosen to focus on the Black and Latino Males and Lowest Third subgroups. By disaggregating their assessment data by these sub-groups, teachers will be better able to differentiate their instruction and provide needed support. A school-wide argumentative rubric will assist teachers with setting and disseminating data informed goals. The reviewer added that “the school has not yet established a mechanism to communicate student progress to students and their families in order to regularly view their performance and determine next steps” and then went on to note that the “parents and students do not receive systemic mid-marking period progress reports,” which “limits the information available to parents and restricts opportunities for their involvement.” It is imperative, then, that we create such a mechanism to improve our communication regarding student progress with students and their families.

Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

English, ESL, Social Studies, Art and Science teachers will each implement one unit of study by 4/22/2015 that will culminate in a Common Core-aligned argumentative writing task that incorporate the instructional shift of arguments grounded in effective use of textual evidence so that at least 50% of all students who complete the task will meet or exceed the standard as measured by our school-wide argumentative rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Professional Development will be offered during Friday PD sessions, Chancellor’s Day and during Common Planning and Collaborative Team meeting time focused on developing quality argumentative tasks, using argumentative mentor texts (model essays), creating an argumentative unit plan, sequencing activities to effectively scaffold instruction, exploring resources for teaching argumentation that promote the instructional shift of creating oral and written arguments grounded in textual evidence and implementing literacy and social-emotional strategies. • A school-wide argumentative rubric will be created by a team of teachers with input from the entire staff and will be used by English, ESL, Social Studies, Art and Science teachers and teams to assess student argumentative writing tasks. • Teacher Collaborative Teams will be created to support teacher implementation of the instructional focus and social-emotional strategies. Teams will analyze student work, conduct inquiry work, share instructional practices and provide each other with feedback and support. • Teachers will record grades for all classes onto PupilPath by June 2015 in order to make them available to students and parents. Training whole staff by April 24th will be followed by small group or individual training as needed. • Guidance Counselors will visit Teacher Teams upon request to provide insights into students’ social-emotional needs that will inform teacher planning and improve student performance. Teams will focus on their own accountability groups, including lowest third, Black and Latino males, etc. 	<ul style="list-style-type: none"> - English, History, Science and Art teachers - Teachers - All teachers - All teachers - Students 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 10/2014 – 6/2015 - 9/2014 – 6/2015 - By 6/2015 - 1/2014 – 6/2015 	<ul style="list-style-type: none"> - Eskolta, reDesign, Administration, Aspiring Leaders, and TDP Coach with teacher input - TSCCI teachers and administration with teacher input - Administration with teacher input - Teachers - Guidance counselors and teachers
<ul style="list-style-type: none"> • Use of Resource Room to provide students with extended time and testing accommodations. • Use of ESL classes to provide students with additional time and testing modifications. 	<ul style="list-style-type: none"> - IEP students - ESL students 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - IEP teacher and classroom teachers - ESL teacher and classroom teachers

<ul style="list-style-type: none"> • Saturday enrichment program to support argumentative writing for ESL students. • Training to disaggregate all data by cohorts, ethnicity, special needs and at-risk groups (such as Black and Latino males and Lowest Third) 	<ul style="list-style-type: none"> - ESL students - Teachers 	<ul style="list-style-type: none"> - 11/2014 – 6/2015 - By 6/2015 	<ul style="list-style-type: none"> - ESL teacher, guidance counselor, and administrators - Computer Technician
<ul style="list-style-type: none"> • Parent workshop introducing the Common Core and focusing on the Common Core Standard of Argumentative Writing and the school-wide argumentative rubric. • Two parent workshops on accessing student grades through PupilPath. • Use of parent newsletter to disseminate information about student success in relation to post-secondary readiness as well as school-wide activities and professional development aligned to that standard. 	<ul style="list-style-type: none"> - Parents - Parents - Parents 	<ul style="list-style-type: none"> - PA meeting between March and May - December PA Meeting & TBD - Every two months beginning in January 	<ul style="list-style-type: none"> - Staff - Computer Technician - Publications Parent Engagement Team
<ul style="list-style-type: none"> • Teacher TSCCI committee will create the school-wide argumentative rubric with input from all teachers. • Administration will support teachers by conducting or providing access to professional development on Datacaton/Skedula. • A Professional Development calendar will be developed and shared with staff with opportunities, subject to availability, for staff to choose to sign up to facilitate professional development sessions. • Administration and teachers will provide parents with access to student grades so that they can monitor their children’s progress towards meeting the standard. 	<ul style="list-style-type: none"> - Teachers - Teachers - Staff - Parents 	<ul style="list-style-type: none"> - 10/2014 – 12/2014 - 9/2014 – 6/2015 - 12/2014 - 12/2014 	<ul style="list-style-type: none"> - TSCCI teachers and administration with teacher input - Administrators - Administrators - Teachers and administrators

Part 4 – Resources Needed

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

- Collaborative Teacher Inquiry Teams
- Parent Engagement Teams
- Friday Professional Development Sessions
- Transfer School Common Core Institute
- Teacher Development Coach

- Curriculum Development
- Symbaloo Argumentative Webmix
- Skedula / PupilPath / DDC Exam Portal

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	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

- Network support.

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.

- 2/12 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.
- 3/12 – Completion of at least two professional development sessions on argumentation. Draft of argumentation rubric will have been normed and shared with staff for input.
- 4/9 – Training on Skedula/PupilPath will have been completed with follow-up training scheduled as needed.
- 4/24 – Administrators will meet with teacher teams to review student data on the argumentative task assigned and graded and will report the results to the SLT on May 14th to determine our progress towards meeting our goals and discuss any needed modifications to our action plan.
- 5/14 – Final report on all teachers who have completed their culminating tasks and the percentage of students who met proficiency.

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

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|----|--|--|-----|--|----|
| 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

1.	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).
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.
-	Our school provides a safe, orderly and nurturing environment and students frequently point out that the staff is helpful, accommodating and caring. As the reviewer of our last Quality Review pointed out, “Queens Academy High School . . . has a safe and nurturing environment and students enjoy attending.” However, our 2013-2014 School Survey indicates that 38% of students disagree that the school supports students who aspire to go on to a 2- or 4- year college, career or technical training, to enter the workforce by helping them develop a plan to achieve those goals. The survey also indicates that 38% of teachers disagree that the school provides students with the best courses and supports their postsecondary goals. According to our June 2010 FAFSA Data report, out of a total of 288 students in grade 12, only 29 students attempted to complete their FAFSA application and of those 6 had multiple errors. Our 2013 Progress Report indicates that though we received a 3.33 out of a possible 3.33 for our College and Career Preparatory Course Index, mainly as a result of our College Now and Operations Research courses, our cohort of students earned a 1.86 out of a possible 3.33 for postsecondary enrollment rates, a 1.42 <u>decrease</u> from the 2012 Progress Report. In addition, the latest Where Are They Now report indicates that although students in our 6-year cohort of 2011 enrolled in college at slightly higher rates than did other New York City schools, their level of persistence was the same as those schools by the third semester.
-	Students have not traditionally received adequate college and career advisement. All three guidance counselors currently try to provide their own students with college advisement. This arrangement does not work for our students because counselors are focused on immediate concerns, such as programming, behavioral management, orientation and other activities that interfere with their ability to provide comprehensive college and career advisement. Therefore, a restructuring of the Guidance Department will be conducted to allow one counselor to focus primarily on college advising while the other counselors handle all other matters.

Part 2 – Annual Goal

<p>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.</p> <p>By June 2015, 60% of students will participate in one initiative designed to strengthen their post-secondary readiness and/or their social-emotional growth.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need 			

<p>student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> - Advisory course – students will take a Common Core-aligned course that addresses students’ college, careers and social-emotional needs. Professional development will be offered by the curriculum developers and teachers will work collaboratively on common planning teams. Student surveys and teacher scholarship reports will be reviewed at the end of the course sequence to determine effectiveness. - College Now courses – students will take dual enrollment courses at our Saturday Enrichment Program through La Guardia Community College. We will offer Critical Thinking, Literacy and Propaganda and Global Issues. Students in Critical Thinking will be encouraged to take the CUNY Assessment and/or the English Regents to test out of remediation. - ELL Saturday Enrichment program – ESL students will participate in a Saturday Enrichment program to support their literacy skills, focusing on our school-wide focus of argumentation, and to participate in individualized college advising with the support of a dedicated ESL teacher and guidance counselor. - Phonics Boost Linguistics Course – students with decoding deficiencies that interfere with their ability to read complex texts will take a linguistics course that helps them develop their phonetic skills for future career and academic success. - APEX – students will take online blended courses aligned to the Common Core standards. - NFTE course – students will take a course on entrepreneurship, focusing on the development of this essential 21st century skill. - Student leadership – students will take a leadership course or hold a leadership position in student government and/or student council. - A case conferencing protocol plan/initiative will be implemented to meet the needs of struggling student. The plan will identify students with academic, attendance and social-emotional needs. The school community will work 	<ul style="list-style-type: none"> - Students - Students who meet college criteria - ESL Students - Students with weak phonetic skills - Students - Students - Students - Students - Students 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 9/2014 – 6/2015 - 11/2014 – 6/2015 - 2/2014 – 6/2015 - 9/2014 - 6/2015 - 9/2014 – 6/2015 - 9/2014 – 6/2015 - 4/2015 – 6/2015 	<ul style="list-style-type: none"> - Select English teachers - Select English and Social Studies teachers - ESL teacher and guidance counselor - ESL teacher - Counselors, teachers, computer technician and administrators - Select Social Studies teachers - Select Social Studies teachers, Activity Coordinators and administrators - Teachers, guidance counselors, administrators,

<p>collaboratively to address those issues.</p> <ul style="list-style-type: none"> - Post-Secondary Planning – students, with the support of their counselors, will create a post-secondary career and educational plan. - College Night and Financial Aid Night – students and parents will participate in a College Night and Financial Aid presentation. These sessions will be followed up with individual student and parent support. - Senior meetings – students will review, with their guidance counselors, a timeline of essential benchmarks for meeting their graduation requirements on time. - College Trips – students will participate in a college trip of their choice. - College Fair – students will participate in a college fair. - Student will participate in presentations focused on the effects of substance abuse. - Student activity coordinators, along with Student Council, will organize, on average, at least one activity per month at each respective campus. - Retaking of the English and Math Regents – select students who have earned between 70 and 79 on the Math Regents and students who have earned between 65 and 74 on the English Regents will re-take it for a higher grade in order to test out of remediation. - Restructure and consolidate the work of the guidance department to create a role specifically focused on college advising to assist students and parents with navigating the college application process and to coordinate college and career events. 	<ul style="list-style-type: none"> - Seniors - Seniors and parents - Seniors - Students - Students - Students - Select Students - Guidance counselors 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - Trimesters 2 and 3 - Trimester 2 and 3 - 10/2014 – 6/2015 - January 2015 & June 2015 - 1/2014 – 6/2015 	<p>CBOs</p> <ul style="list-style-type: none"> - Guidance counselors - Guidance counselors - Guidance counselors - Guidance counselors - Administrators, Guidance counselors, CBO, Select SLT members - Activity Coordinators and Student Council - Guidance counselors, - Counselors and administrators
<ul style="list-style-type: none"> - Create a Saturday enrichment program for our ELL students to support their literacy skills, focusing on our school-wide focus of argumentation, and to provide them with individualized college advising. - Create transitional goals for IEP students in collaboration with their IEP teacher and counselor. 	<ul style="list-style-type: none"> - ESL students - IEP students 	<ul style="list-style-type: none"> - 11/2014 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - ESL teacher, guidance counselor and administrators - Guidance counselors, IEP teacher and administrators

<ul style="list-style-type: none"> - Provide at least two college workshops for parents. - Develop for and share with parents an individualized college readiness assessment of their children. - Utilize Teacher Parent Engagement Teams to send written correspondence to parents explaining college readiness benchmarks. - Provide parents of students being asked to re-take the ELA and Math exams with notice and with a persuasive explanation for the need to retake these exams. 	<ul style="list-style-type: none"> - Parents - Parents - Parents - Parents 	<ul style="list-style-type: none"> - Trimester 2 and Trimester 3 - Trimester 2 and Trimester 3 - 12/2014 – 6/2015 - 1/2015 and 6/2015 	<ul style="list-style-type: none"> - Guidance counselors and administrators - Guidance counselors and administrators - Guidance counselors and Publications Team - Guidance counselors and administrators
<ul style="list-style-type: none"> - Provide at least 4 professional development sessions to all teachers focusing on social-emotional learning, such as research on growth mindset. - Create lines of communication with students and parents through publications, correspondences and assemblies. - Provide parents and students with access to their grades online through PupilPath. - Provide professional development and networking opportunities for college advisor guidance counselor. - Provide to teachers small group and one-on-one professional development on Datacation/Skedula/PupilPath. 	<ul style="list-style-type: none"> - Teachers - Parents and students - Parents and students - Guidance counselor - Teachers 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 9/2014 – 6/2015 - 12/2014 – 6/2015 - 12/2015 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - Administrators and teachers - Administrators and Parent Engagement Teams - Administrators and teachers - Administrators - Computer Technician

Part 4 – Resources Needed

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

- Advisory curriculum
- College advisor
- Linguistics curriculum
- Professional development for the standard of Argumentation and Social Emotional Learning
- Saturday enrichment program
- Workshop planners and facilitators
- Creation of Teacher Parent Engagement Teams
- PupilPath/Skedula
- Student Activity Coordinators

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
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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.

2/12 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.

3/12 – NFTE and Leadership courses will have been established. Advisory survey will have been given to students who took the course trimester 1. College Now courses for first term will have been completed. ELL Saturday program will have been established. APEX blended online program would have been established on the Master Schedule. Phonics program will have been begun. Report on ELL program, College Now fall term and advisory survey results. College Night, Financial Aid Night, senior meetings, trips and other post-secondary activities will have been scheduled. A college advisor will have begun to serve both campuses and will have provided at least two training opportunities for her.

4/9 – A case-conferencing protocol will have been established and case-conferencing will have been begun. A college readiness report will have been prepared and shared with parents. Will have devised a plan to incorporate training of all new students and parents on PupilPath. We will report to the SLT progress on all post-secondary goals and have data to show percentage of students who have participated so far and make needed adjustments.

5/14 – Our four professional development sessions on social-emotional learning will have been completed. SLT will review progress on all goals.

6/11 – Final SLT report.

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 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

1.	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).
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.
-	Teacher collaboration exists, as pointed out in our last Quality Review. Staff collaborates frequently and informally. Teachers who have selected Common Planning/Professional Learning Communities as their professional assignment, for instance, have daily opportunities to collaborate formally with their peers around curriculum, student work and data-driven assessments. Fewer than half of our teachers, however, have regular time to meet in such collaborative teams dedicated to improving instructional practice. According to an assessment of team artifacts submitted for review last year, collaboration between teachers that is focused on improving student achievement through a systematic analysis of student performance in relation to established goals is uneven across teams. To create more opportunities for increased collaboration, we have scheduled for all teachers to meet in Collaborative Teams whose work will be, in part, to collaborate on the implementation of our school-wide instructional focus of argumentation. In addition, we have secured the services of a number of consultants to support various teacher teams.
-	Though professional development is taken seriously at our school, administrators tend to conduct most of these sessions. Over the last year, we have decentralized professional development by establishing a professional development team to determine our needs, by creating surveys to attempt to differentiate professional development and by asking teachers to run professional development during these sessions so that we can build teacher capacity. Furthermore, to create a highly functional collaborative culture, our school could benefit from greater self and peer accountability and a willingness to work in teams to examine student work and teacher practice through sustained effort focused on improving student performance.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 90% of teachers will participate in teacher teams dedicated to the implementation of our instructional focus of the Common Core standard of argumentation and/or the social-emotional growth of students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
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).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of			

Trust			
<ul style="list-style-type: none"> - A team of turnkey teachers will work with consultants from reDesign to create authentic tasks tied to helping students in mastering argumentative writing and achieving our instructional focus goals. - A team of turnkey teachers will work with consultants from Eskolta to design and pilot feedback systems to promote student ownership over their learning and to promote a growth mindset. - A team of teachers will work with an Interschool Teacher Development Coach who will support the implementation of the Common Core standard of argumentation and the use of effective student feedback. - Teachers will take part in Collaborative Teacher Teams dedicated to the improvement of student achievement. Teachers will focus, in part, on looking at student work and supporting teacher practice in a collaborative, small group setting focused on achieving our goal of having 50% proficiency in argumentative writing and providing social-emotional supports that will positively impact student achievement. - A team consisting of a teacher and guidance counselor will run a Saturday enrichment program to support argumentative writing and college readiness for ESL students. - Professional Development will be scheduled every Friday to support teacher learning. Professional development will focus on argumentation, social-emotional learning and other topics to be determined on an as-needed basis. 	<ul style="list-style-type: none"> - Select Social Studies and English teachers - Select Science, English and ESL teachers - Teachers - Teachers - ESL teacher and guidance counselor - Teachers 	<ul style="list-style-type: none"> - 10/2014 – 6/2015 - 10/2014 – 6/2015 - 10/2014 – 6/2015 - 1/2015 – 6/2015 - 11/2014 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - Administrators, Teachers, reDesign consultant - Administrators, Teachers, Eskolta consultant - Administrators, Teachers, Development Coach - Administrators and Teachers - Administration, designated counselor and ESL teacher - Teachers and administrators
<ul style="list-style-type: none"> - Teachers will be given access to student item analysis reports of Regents data disaggregated by IEP, ELL, Ethnicity and Gender to conduct various item analyses and to plan effective instruction that is differentiated for students based on their individual needs. - Use of Resource Room to provide students with extended time and testing accommodations. - Use of ESL classes to provide students with additional time and testing modifications. 	<ul style="list-style-type: none"> - Teachers - IEP students - Students 	<ul style="list-style-type: none"> - 12/2014 – 6/2015 - 9/2014 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - Administrators - IEP teacher and classroom teachers - ESL teacher and classroom teachers

<ul style="list-style-type: none"> - Saturday enrichment program to support argumentative writing and college readiness for ESL students. 	<ul style="list-style-type: none"> - ESL students 	<ul style="list-style-type: none"> - 11/2014 – 6/2015 	<ul style="list-style-type: none"> - ESL teacher, guidance counselor, and administrators
<ul style="list-style-type: none"> - The ESL teacher and guidance counselor will collaborate with parents of students in the Title III program and provide support on different aspects of the college application process. - Teachers will be trained to disaggregate all data by cohorts, ethnicity, special needs and at-risk groups (such as Black and Latino males). 	<ul style="list-style-type: none"> - Parents - Teachers 	<ul style="list-style-type: none"> - 11/2014 – 6/2015 - 1/2015 	<ul style="list-style-type: none"> - ESL teacher and guidance counselor - Computer Technician
<ul style="list-style-type: none"> - A calendar of professional development sessions will be posted with opportunities for staff to volunteer to facilitate available sessions. - Multiple surveys will be given to staff to determine individual needs and to differentiate professional development. - Staff will work on various teams to provide mutual support. 	<ul style="list-style-type: none"> - Teachers - Teachers - Staff 	<ul style="list-style-type: none"> - 12/2014 – 6/2015 - 9/2014 – 6/2015 - 9/2014 – 6/2015 	<ul style="list-style-type: none"> - Administrators - Administrators - Administrators and staff

Part 4 – Resources Needed

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

- Scheduling changes to accommodate Teacher Collaborative Teams
- College Now coordinator
- Volunteers to run professional development sessions
- Professional development calendar
- Activity Coordinators
- PupilPath/Skedula
- CUNY Technology Intern
- Interschool Development Coach
- Japanese Lesson Study facilitator

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
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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:

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.				
2/12 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.				
3/12 – A team of turnkey teachers will have been chosen to work with consultants from reDesign on argumentation and from Eskolta on social-emotional learning. Teachers will have been assigned to Collaborative Teacher Teams and will have begun their work on implementing our instructional focus. A report of these teams’ progress will be made at the SLT meeting on this date. Professional Development will have been scheduled every Friday to support teacher learning and a calendar will have been published. At least two workshops will have been given on argumentation and social-emotional learning. A report of professional development thus far will be provided to the SLT on this date.				
4/9 – The work of Eskolta and reDesign will have resulted in a workshop on teacher feedback focused on developing effective teacher practices aimed at promoting a growth mindset in students as they work through their Common Core-aligned argumentative task.				
5/14 – Teacher team impact will be reported to the SLT.				
6/11 – Final SLT report on impact of teacher teams and recommendations for improvement.				
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 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

1.	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).
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.
-	An analysis of all teacher ratings conducted for the 2013-2014 school year indicates that of the 4 Danielson Framework domains rated, the domain with the lowest teacher scores is Domain 3, which deals exclusively with classroom instruction. The average of all components in each of the four domains is 3.35, 3.32, 3.11 and 3.39 respectively. Therefore, classroom instruction is an area in need of development and support. In our latest Quality Review, the reviewer stated that the school needs to “ensure that differentiated instruction is evident in all instruction to accommodate different learning styles and optimize student achievement,” a recommendation that was based on the fact that classroom observations during the visit revealed “that not all teachers are differentiating instruction. As a result, some teachers unevenly address learning needs of their students and miss creating multiple entry points.”
-	School leaders at the school lead by example by leading professional development workshops, providing logistical support and promoting teacher growth by making learning opportunities available to all teachers. However, there is a need for creating systems to promote and encourage greater teacher ownership, leadership and initiative. According to our latest School Survey, the vast majority of teachers agrees or strongly agrees that supervisors give “regular and helpful feedback.” To improve classroom instruction, leaders can focus their feedback and their support on Danielson’s Domain 3, where the greatest need of improvement lies according to the data.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
School leaders will work collaboratively with staff to devise professional development that is aligned to the classroom implementation of our instructional focus of argumentation and student social emotional growth to assure that 50% of all students who complete the performance-based argumentative task will achieve proficiency.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<ul style="list-style-type: none"> - Leaders will create a professional development calendar for each campus that provides opportunities for teachers to take leadership roles as facilitators of professional development in argumentation, in social-emotional learning and in as-needed areas. - Leaders will provide supportive feedback to staff focusing on Danielson components 2d, 3b and 3c. - Administrators and instructional leaders will provide modeling during professional development or classroom instruction of the effective use of instructional strategies. - School leaders will provide differentiated support systems to meet the needs of Black and Latino male, ESL and IEP students. - School leaders will provide logistical support where applicable for different groups of students, including IEP and ESL students, so that school staff can better monitor the performance levels of different groups and provide targeted supports and interventions. 	<ul style="list-style-type: none"> - Teachers - Teacher teams - Teachers - Teachers - Teachers 	<ul style="list-style-type: none"> - 11/2014 – 6/2015 - 10/2014 – 6/2015 - 9/2014 – 6/2015 - At each weekly cabinet meeting - 9/2014 – 6/2014 	<ul style="list-style-type: none"> - Administrators - Administrators - Administrators and instructional leaders - School leaders - School leaders
<ul style="list-style-type: none"> - Leaders will observe and discuss with teachers how they differentiate learning to meet the needs of various groups of students, including groups such as Black and Latino males, ESL students and IEP students, and provided needed support. - Leaders will provide logistical support needed to disaggregate data for different groups of students, including IEP and ESL students, so that teachers can better monitor student performance levels and provide targeted interventions. 	<ul style="list-style-type: none"> - Teachers - Teachers 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 12/2014 – 6/2015 	<ul style="list-style-type: none"> - Administration - Administration and computer technician
<ul style="list-style-type: none"> - NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> NA
<ul style="list-style-type: none"> - Leaders will provide supportive feedback and provide concrete strategies and resources to support teacher growth. - Leaders will model effective strategies and best practices that teachers can then take back and employ in their own classrooms. - Leaders will provide teachers with opportunities to run professional development sessions. - Leaders will provide teachers with opportunities to showcase their best strategies to one another. 	<ul style="list-style-type: none"> - Teachers - Teachers - Teachers - Teachers 	<ul style="list-style-type: none"> - 9/2014 – 6/2015 - 9/2014 – 6/2015 - 9/2014 – 6/2015 - 1/2015 – 6/2015 	<ul style="list-style-type: none"> - Administrators - Administrators - Administrators - Teachers and administrators

Part 4 – Resources Needed

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

- Datacation/Skedula
- Regents Item Analysis

- Professional Development Calendar
- Professional Resources

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
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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.

2/12 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.

3/12 – A professional development calendar for the year will have been developed at each campus. Teachers will have been trained on disaggregating data according to sub-groups, including Black and Latino male, ESL and IEP groups. A report on student progress by sub-group will be presented to the SLT.

4/9 – Administrators and instructional leaders will have modeled the use of effective instructional strategies. A report will be shared with the SLT.

5/14 – Administrators will have provided supportive feedback to teachers in Danielson components 2d, 3b and 3c. A report will be shared with the SLT.

6/11 – Final SLT report on effective school leadership will be presented to the SLT.

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

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

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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

1.	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).
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.
<ul style="list-style-type: none"> - Parent engagement at our school has traditionally been nominal because many of our students travel from far to come to us, because transportation to our Jamaica site is a challenge and because consistency of location is an issue since we alternate meetings to accommodate parents from both sites. - Because our parents find it difficult to come to us, we need to do a better job of reaching out to them. We can do that through phone calls, various mailings and publications, through a website that offers them information about our school that they can access at any time and through the use of technology that will allow us to engage parents without them having to travel. - We also traditionally have gotten much better turnouts when students are celebrated through awards, performances and other celebratory functions. 	

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will design and implement at least two strategies to improve the connection between our parents and our school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
- We will use our school website to add relevant resources for parents, such as our parent newsletters.	- Parents	- 9/2014 – 6/2015	- Parent Engagement Teams and Computer Technician
- We will make academic, attendance and anecdotal data available to parents and students through PupilPath and	- Parents	- 9/2014 – 6/2015	- Administrators and computer

<p>provide parents and students with training to access the data.</p> <ul style="list-style-type: none"> - We will design a parent outreach system with our CBO, Children’s Village. - The Parent Coordinator and Parent Association President will create a calendar of monthly parent workshops informed by a survey created by parents. We will provide parent workshops on various topics throughout the 2014-15 school year. - Parents will receive progress reports from all subjects, including subjects in which the student is passing. - Parents will be invited to the school to attend student achievement celebrations and other school functions. 	<ul style="list-style-type: none"> - Parents - Students - Parents - Parents 	<ul style="list-style-type: none"> - 12/2014 – 6/2015 - 12/2014 - Beginning with Trimester 2 - 9/2014 – 6/2015 	<p>Technician</p> <ul style="list-style-type: none"> - CBO, guidance counselor and administration - Parent Coordinator and PA President - Teachers and administrators - Parent Coordinator, CBO and PA President
<ul style="list-style-type: none"> - All students and their families will be impacted. 	<ul style="list-style-type: none"> - Students and parents 	<ul style="list-style-type: none"> - 9/2014 – 6/2014 	<ul style="list-style-type: none"> - All above
<ul style="list-style-type: none"> - All activities and systems are meant to increase parent engagement. 	<ul style="list-style-type: none"> - Students and parents 	<ul style="list-style-type: none"> - 9/2014 – 6/2014 	<ul style="list-style-type: none"> - All above
<ul style="list-style-type: none"> - Making grades accessible to students and parents. - Getting to know students and parents through constructive activities. - Providing parents with workshops and support. 	<ul style="list-style-type: none"> - Students and parents - Students and parents - Parents 	<ul style="list-style-type: none"> - 12/2014 - 1/2014 – 6/2015 - 12/2014 – 6/2015 	<ul style="list-style-type: none"> - Teachers - Staff and administrators - Staff and administrators

Part 4 – Resources Needed

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

- CBO – Children’s Village
- Web site
- School permits
- Arrangements for food and refreshments
- Coverages
- Volunteer staff and administrators willing to run workshops

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
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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.

2/12 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.
 3/12 – Presentation at SLT by the PA President and administration on parent workshops completed. At least three parent workshops will have been offered. At least one parent workshop on Skedula/PupilPath. CBO outreach to parents will have been established and data presented to the SLT.
 4/9 – Progress reports will have been distributed to parents for the second trimester classes. Orientation for new students will have been designed to train parents and students on PupilPath/Skedula.
 5/14 – Number of parents attending parent workshops and description of those workshops will be presented to the SLT. Statistics on parents and students registered on PupilPath/Skedula will be presented to the SLT. Recommendations for improvement will be noted.
 6/11 - Final SLT report on strong family and community ties will be presented to the SLT.

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

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

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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.)
English Language Arts (ELA)	ELA Regents score does not meet the standard.	<ul style="list-style-type: none"> - Regents Preparation - Regents Tutoring 	<ul style="list-style-type: none"> - Small group - tutoring 	<ul style="list-style-type: none"> - Regents Prep classes and Regents Prep after school, before school or during Saturday
Mathematics	Math Regents score does not meet the standard	<ul style="list-style-type: none"> - Regents Preparation - Regents Tutoring 	<ul style="list-style-type: none"> - Small group - Tutoring 	<ul style="list-style-type: none"> - Regents Prep classes and Regents Prep after school, before school or during Saturday
Science	Science Regents score does not meet the standard	<ul style="list-style-type: none"> - Regents Preparation - Regents Tutoring 	<ul style="list-style-type: none"> - Small group - Tutoring 	<ul style="list-style-type: none"> - Regents Prep classes and Regents Prep after school, before school or during Saturday
Social Studies	Social Studies Regents score does not meet the standard	<ul style="list-style-type: none"> - Regents Preparation - Regents Tutoring 	<ul style="list-style-type: none"> - Small group - Tutoring 	<ul style="list-style-type: none"> - Regents Prep classes and Regents Prep after school, before school or during Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated	One-to-One and small group counseling. Student who require intensive counseling are referred to outside mental health services.	<ul style="list-style-type: none"> - Small group or one-to-one 	<ul style="list-style-type: none"> - During the school day as required by IEP

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.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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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.

- Interviews
- Demonstration lessons with feedback from student present at the lesson
- Writing samples
- References
- Professional development
- Danielson's Framework

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).

- New teacher mentoring
- Outside professional development
- Faculty leadership
- Network support
- Teacher teams
- School visits
- Professional library

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 meet in teacher teams to discuss assessments and look at student work
- Teachers meet in common planning time to discuss assessments and look at student work
- Teachers are given access to data through Datacation to disaggregate their data
- Teachers are provided with item analysis data to target students' needs

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 codes¹. 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 consolidated². **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	\$149,583.50	X	
Title I School Improvement 1003(a)	Federal	NA	NA	
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	
Title II, Part A	Federal	NA	NA	
Title III, Part A	Federal	\$11,200	X	

Title III, Immigrant	Federal	NA	NA	
Tax Levy (FSF)	Local	\$2,388,016	X	

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

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. **[School name]**, 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. **[School name]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 25	Borough Queens	School Number 540
School Name Queens Academy High School		

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 Beverly Short	Assistant Principal Derek Phillips
Coach type here	Coach type here
ESL Teacher Thomas Gattringer	Guidance Counselor Sandra Fabre
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Brandon Alfred
Related Service Provider Michelle Robles	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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		
Total	8	0	0	9	3	0	9	2	2	26
Number of ELLs who have an alternate placement paraprofessional: <u>0</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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											3	4	12	19
Chinese													1	1
Russian														0
Bengali													2	2
Urdu														0
Arabic													1	1
Haitian												1		1
French												1		1
Korean														0
Punjabi													1	1
Polish														0
Albanian														0
Other														0
TOTAL	0	3	6	17	26									

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											0	0	1	1
Intermediate(I)											1	5	11	17
Advanced (A)											2	1	5	8
Total	0	3	6	17	26									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B											0	0	1

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	19	0	7	0
Integrated Algebra	7	13	4	7
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	7	14	2	7
Physics				
Global History and Geography	9	9	4	3
US History and Government	6	10	3	3
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Language skills are determined through both the Lab-R and the NYSESLAT tests. The results of these exams show whether or not our students are in need of ESL services. Data based on the RNMR and RLAT reports reveal that many of our students reach proficiency on the

speaking/listening component of the NYSESLAT; however, many students fall just short of reaching proficiency on the reading/writing component and, therefore, fail to reach overall proficiency. The clear instructional implication from this is that literacy (reading and writing) must be at the forefront of our teaching goals.

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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

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

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

professional development on the scoring of the writing and speaking components of the NYSESLAT and turnkeys that information to instruct a non-ELA teacher to appropriately score the ELLs' NYSESLAT writing and speaking.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

The certified ESL teacher mails home NYSESLAT Spring Parent Reports, along with Performance Level Indicators, in the fall. This informs parents of NYSESLAT results and student placement. Copies of these reports are kept in the LAP binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Each individual period of class at our school is 45 minutes. Advanced level ELLs receive one class period of ESL daily, as well as one ELA

class daily, totaling 225 minutes per week of both ESL and ELA instruction. Intermediate level ELLs receive a double period block of ESL daily, totaling 450 minutes a week of instruction. Beginner students are combined with the intermediate cohort and also the advanced cohort to receive 675 minutes of ESL service per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

The ESL classes differ from other English or content classes in various ways. First, the ESL classes are substantially smaller in class size. Lessons are oftentimes connected to multicultural themes which allow students to make personal connections. Students are given more opportunities in more diverse ways to engage in and use language in meaningful ways. Students feel like they can accomplish tasks because they are purposeful, clear, scaffolded, and oftentimes lead to a final product which they are proud of creating. For most writing assignments the teacher assigns to students, he provides annotated models written either by him or students. Modeling is a key strategy the teacher embeds into nearly every lesson in order to "show" students what and how to do a task rather than simply offering explanations. He also models fluent reading and the appropriate uses of academic language. Reading assignments are chunked according students' reading and lexile levels. Assignments are carefully considered for language obstacles and skill level obstacles before being delivered. Graphic organizers are used to help students organize their ideas. Lessons are sequenced so that writing activities build upon each other and form into culminating works. Process writing, including pre-writing, drafting, revising, and editing, is performed so students are required to reflect on their own work, develop ideas further, and learn from their language errors and mistakes. Struggling students are buddied with classmates who can assist in clarifying ideas in native languages and offer motivational support. Lower performing students are given ample time and opportunities to complete tasks and catch up to the higher performing ELLs. Portfolios are maintained for all students, and portfolio conferences occur regularly between individual students and the teacher.

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

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

ELLs are evaluated in their native languages in several ways. First, the teacher oftentimes asks students during student conferences what they are doing to enrich their L1, whether or not they intend to use/take the Regents in their native languages (and whether or not that

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

Typically we receive few newcomer ELLs (ELLs with 3 or less years of service); however, we currently have eight newcomers. The certified ESL teacher strongly encourages these newcomers to work closely with him and to attend AIS so they receive extra support, guidance, and remediation which can help them complete classwork for content classes. The certified ESL teacher encourages them to transfer their linguistic skills from the L1 to learn and study in English. The certified ESL teacher also offers them opportunities to read texts in the L1 to supplement and clarify in-class literature. Furthermore, they are encouraged to prepare for the Regents content by studying from past exams in their native language. Transferring skills from the L1 makes SLA (second language acquisition) swifter; however, building vocabulary remains a necessary focus for development of SLA.

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

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

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

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

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

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

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

Both of these ELL-SWD students benefit from extended time. Ongoing collaboration between the certified ESL and certified Special Ed teachers and the certified content area teachers allows for opportunities to be developed in which these students receive sufficient time and language support within sheltered environments for completing tasks. The certified ESL teacher is able to scaffold and chunk content for these students so it manageable and clear. The ESL classroom has a wealth of resources including 7 computers with Internet and Read 180 software, native language texts, and leveled books for these students to use.:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

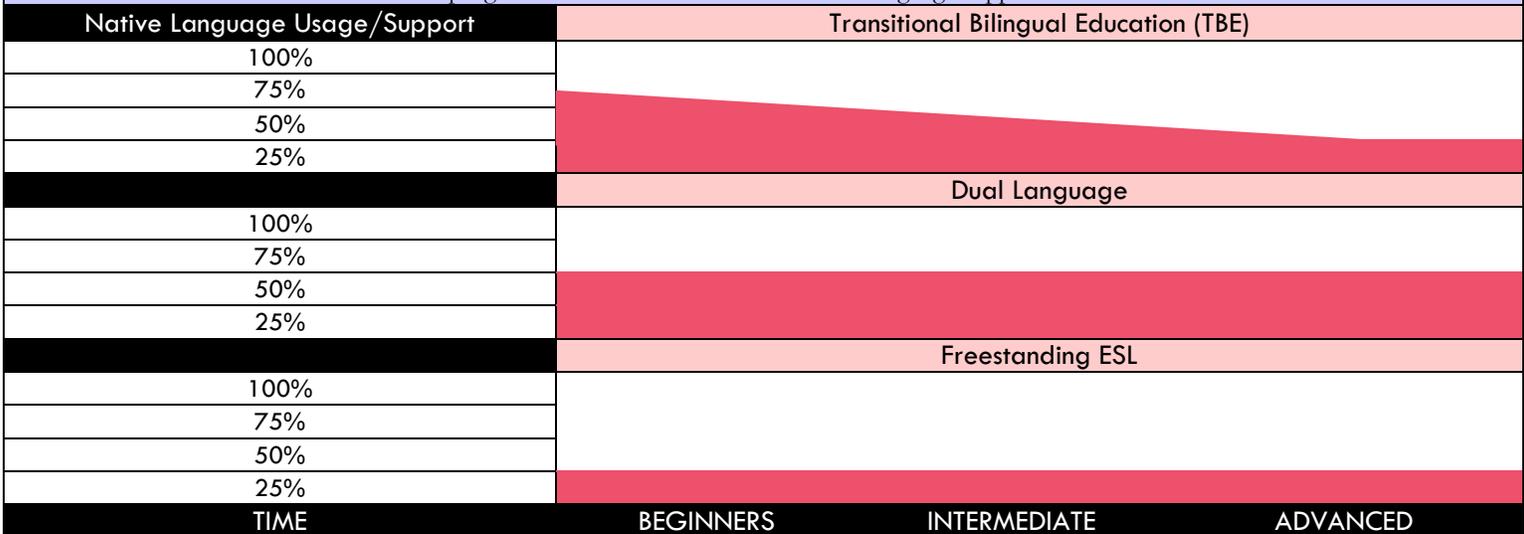
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

The LAP team has also discussed the idea of parents having the opportunity to bring in traditional plates from their native countries as a way to embrace and welcome the spirit of diversity.

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

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

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

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

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

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

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

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Since we had no newly enrolled ELLs before the beginning of the school year, we did not offer any sort of welcoming event or orientation for such students. However, we will seek to have such an event before the next school year.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Queens Academy High School</u>			School DBN: <u>25Q540</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Short	Principal		11/15/13
Derek Phillips	Assistant Principal		11/15/13
Brandon Alfred	Parent Coordinator		11/15/13
Thomas Gattringer	ESL Teacher		11/15/13
	Parent		1/1/01

	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Sandra Fabre	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q540 School Name: Queens Academy High School

Cluster: _____ Network: _____

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



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: <u>Queens Academy High School</u>	DBN: <u>25Q540</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
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: 2
of certified ESL/Bilingual teachers: 1
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: _____

Our school’s instructional focus for the year is centered on both developing students’ skills in argumentation and also socio-emotional support for students. Based on this, our LAP team has decided it would be appropriate to develop our Title III Plan in a coherent way that aligns to the school’s annual goals and also provides our ELLs the additional support they require in relation to the school’s objectives.

The NYS certified ESL teacher (who is also NYS certified in English 7-12 and Spanish 7-12) and the bilingual (Spanish-English) NYS certified guidance counselor both have experience working with ELLs together through the College Bound program and 5 years of sharing responsibilities on the LAP team at Queens Academy High School. These two staff members will work together to provide direct instruction and parental involvement with the funding from the Title III grant.

The NYS certified ESL teacher and NYS certified guidance counselor will facilitate a Saturday Academy for students from mid-November to mid-May that will provide direct instruction and counseling services to all subgroups of ELLs, including LTELLs, SIFE, newcomers, SWD-ELLs, and former ELLs. Students will meet with both NYS certified faculty each week from 9AM to 1PM and will be in the school building under the supervision of a school administrator. Participating students will be required by the NYS certified ESL teacher and NYS certified guidance counselor to sign a contract stating that they will commit to the program. Also, notices will be sent to parents in their native languages by the NYS certified ESL teacher to inform them of this program. The NYS certified ESL teacher and NYS certified guidance counselor will both make phone calls each week to remind parents of the importance of weekly student attendance.

The NYS certified ESL teacher will perform direct instruction to all subgroups of ELLs. The primary focus for his direct instruction will be to build students’ argumentation skills through the modalities of reading, writing, listening, and speaking. This instruction will support and build upon the learning that is currently happening in all content area classrooms. Argumentation skills will be developed by performing a series of immigrant- and minority-related scholarships accepted by CUNY, engaging in argumentative tasks that involve opposing viewpoints (including current events and leveled reading featured on the Newsela website), and focusing on Regents-based tasks that demand argumentative skills.

The data shows that most of our ELLs are making strides with the NYSESLAT, as is evidenced by the fact that our school met both AMAO 1 and AMAO 2 targets last year. However, our ELLs of all subgroups still

Part B: Direct Instruction Supplemental Program Information

struggle with reaching proficiency on Regents exams, most especially English, Global History, and U.S. History. The NYS certified ESL teacher has experience helping students with the reading and writing in all three of these Regents, and he will help ELLs during the Saturday Academy with the preparation they need for the exams required of them to graduate. The NYS certified ESL teacher will make use of native language supports, including translated Regents exams, bilingual glossaries, native language texts and native language literature. These supports will be used as support for students building English language skills, as well as bilingual literacy.

The NYS certified guidance counselor will provide guidance and intervention support to assist ELL students with the social and emotional issues they face and which oftentimes are barriers to academic learning. Due to the fact that one of our school's two NYS certified guidance counselors recently left on maternity leave, we only have one guidance counselor during the school day, and it is oftentimes difficult for her to offer meaningful and sustained guidance to students. The time on Saturdays offers her the opportunity to meet with ELL students individually and in small groups to discuss the issues they face, paths to success, and life opportunities. She is experienced working in this very same capacity through her work with the College Bound program, and she intends to use the same skills and lessons from teaching those classes to support the ELLs with their socio-emotional needs.

The NYS certified guidance counselor will be providing direct instruction through informational sessions, workshops, and assisting students in building home-school-community alliances. Information sessions will be focused on the importance of attendance, reviewing transcripts, understanding high school requirements, the college application process, career exploration, reviewing scoring for standardized tests, building interview skills, and career planning after college. Workshops will be centered on acquiring skills of resiliency, coping, and decision-making as they relate to life skills, time management, anger management, and drug/alcohol abuse. Home-school-community alliances will be developed through opportunities for volunteering and a resume-building workshop.

Part C: Professional Development

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

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

Begin description here:

The NYS certified ESL teacher will be involved in professional development that directly relates to the goals outlined in the Direct Instruction component of this plan. Firstly, our staff will be meeting every Friday morning for professional developments all of which will specifically pertain to both argumentation and socio-emotional support for students. Secondly, the NYS certified ESL teacher is a member of two school teams designed to build students' skills with argumentation: The Transfer School Common Core Institute, as well as The Leadership Academy. Strategies, best practices, student work, assessment, and feedback will be ongoing conversations amongst staff members in these committees and the faculty to enhance the craft of teaching argumentation and providing socio-emotional support

Part C: Professional Development

for our ELLs.

The NYS certified ESL teacher will also pursue outside professional development by attending the two-day institute entitled "Translating Research to ESL Practice: Supporting ELLs in Secondary Schools Beyond Foundational Literacy," which will focus especially on advancements in three key domains of literacy development and instruction: 1) conversational and academic language 2) sources of reading difficulties for secondary ELLs 3) leveraging native language skills to simultaneously promote bilingualism and their growth in English. The NYS certified ESL teacher will also attend and turnkey to staff the Broome Street Academy professional development entitled, "Improving Quality of Peer to Peer Interactions at BSA: Understanding How our Students Treat Each Other," which will focus on socio-emotional aspect of learning and the promotion of positive student interactions.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents will be involved with the Title III program in that they will be invited, along with their children, to participate with the two bilingual enrichment teachers in two enrichment field trips, two immigrant college expos, as well as technology and financial literacy training sessions. The two multicultural trips we are planning are to Ellis Island/The Statue of Liberty and El Museo del Barrio, one that will occur in the fall and one in the spring in order to provide parents and students with enriching experiences relating to immigrant history and culture in New York City. Additionally, there will be two Latino college expos and fairs that parents will be invited to, along with their children, one at Fordham University and one at NYU. Also, we will have a technology training session at the school that will inform parents how to access and utilize student data using Skedula and how to communicate with teachers and school staff in efficient and easy ways. We will also host a financial literacy session for parents and plan to bring a special guest in to speak with parents of this important issue. Lastly, we will host one parent celebration event at the school in April in which ELL students will showcase their work from their involvement in the enrichment program, including the scholarship writing and applications they will have developed.

Parents will be notified of all events outlined above in advance through letters sent home in native languages and phone calls by the NYS certified ESL teacher. Parents will sign in to all events for which they participate, and records will be kept in the LAP binder. Parents of all ELLs, including former ELLs will be invited to all events.

Part E: Budget

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

Allocation Amount: \$ _____

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