

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q241

School Name:

QUEENS HIGH SCHOOL FOR LANGUAGE STUDIES

Principal:

MELANIE LEE

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Queens HS for Language Studies School Number (DBN): 25Q241
Grades Served: 9, 10, and 11
School Address: 35 -01 Union Street, Flushing, NY 11354
Phone Number: 718-888-7530 Fax: 718-888-7525
School Contact Person: Jazmin Carey Email Address: info@qhsls.org
Principal: Melanie Lee
UFT Chapter Leader: Katy Ward
Parents' Association President: Jane Kao and Edna Miles
SLT Chairperson: Melanie Lee
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Melody Wang
Student Representative(s): Kevin Kao
Jayvana Perez

District Information

District: 25 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave., Rm. 715, New York, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Affinity Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston St. Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: TBD

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|---|-------------------------|
| Melanie Lee | *Principal or Designee | |
| Katy Ward | *UFT Chapter Leader or Designee | |
| Edna Miles | *PA/PTA President or Designated Co-President | |
| Yvette Maxwell | DC 37 Representative (staff), if applicable | |
| Melody Wang | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Kevin Kao | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Jayvana Perez | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Kevin Tse | Member/PTA | |
| Jane Kao | PA/PTA Co-President | |
| Wayne Jemmott | Member/ PTA | |
| Wai Keng Cheong | Member/ PTA | |
| Lok Yung | Member/UFT | |
| Brian Bligh | Member/UFT | |
| | Member/ | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-------------|---|---------------------------------|
| | Member/ | |

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| 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. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

BACKGROUND

The Queens High School for Language Studies (QHSL) opened in September 2013 on the Flushing Educational Campus. In the 2015-2016 school year, our school has grown to serve 300 students in grades 9, 10, and 11. Twenty-five teaching faculty, seven support faculty, and two administrators comprise our faculty. QHSL offers a transitional bilingual education program in Mandarin Chinese, and in screening for language, seeks to serve a community of students that is 50% English proficient and 50% English Language Learner. QHSL shares its historic campus with Flushing High School and Veritas Academy. Community based organizations we partner with include Chinese Planning Council, Sports and Arts, and Asian Americans for Equality. This year, QHSL is proud to be a Learning Partners school again, partnered with Civic Leadership Academy, and participating in the LP New Teacher Preparation Program with two ESL teacher residents.

OUR MISSION STATEMENT

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

- Graduating college-ready students who are proficient in both academic English and Mandarin Chinese is our focus. We serve New York City's adolescent Chinese immigrant learners, providing intensive ESL instruction and bilingual support in the content areas for students learning academic English. We also provide intensive Mandarin study for interested English-proficient students, welcoming students from all ethnic and cultural backgrounds. By learning a second language, students build empathy, patience, and understanding for one another's diversity.
- Quality literacy instruction and comprehensive course offerings are the key to our students' academic success. In all content areas, teachers will engage their students in rich conversations that build literacy, develop analytical skills, and challenge their critical thinking. Students will learn to write convincingly and clearly in a variety of presentations. By graduation, students will be determined, independent readers and writers, prepared for college-level work in any discipline.
- Our warm, close-knit community emphasizes partnership and responsibility. Members of our community support one another to achieve their best potential; we also hold each other accountable. Success and growth are celebrated. Teachers, parents, counselors, community partners, and administrators come together to ensure our students' needs are met through planning and communication. A culture of high expectations is sustained through trusting, committed relationships.

STUDENT DEMOGRAPHIC INFORMATION

Currently, our student population reflects the following statistics:

- 46% female and 54% male in our 9th grade; 58% female and 42% male in our 10th grade; 51% female and 49% male in our 11th grade

- 49% English proficient, 7% former ELL, and 44% ELL in our 9th grade; 63% English proficient, 14% former ELL, and 23% ELL in our 10th grade; 52% English proficient, 16% former ELL, and 32% ELL in our 11th grade
- Among our ELLs, 31% are beginner, 23% low intermediate, 17% high intermediate, 23% advanced and proficient ELL for our 9th grade, according to NYSESLAT/NYSITELL scores; in our 10th grade, 10% are beginner, 10% low intermediate, 18% high intermediate, 33% advanced ELL and 28% proficient ELL; in our 11th grade, 6% are beginner, 6% low intermediate, 11% high intermediate, 44% advanced and 33% proficient ELL.
- Primary home languages, as indicated by ATS, include English (20%), Spanish (17%), Mandarin (41%), Chinese-other (16%) for our 9th grade; Mandarin (32%), Chinese-other (21%), Spanish (28%) and English (31%) for our 10th grade; Mandarin (32%), Chinese-other (18%), Spanish (12%) and English (12%) for our 11th grade. In total, we have over a dozen languages represented among our students' families.

OUR STUDENT ACHIEVEMENT DATA

Data for our first cohort of students includes the following:

- 95% of our current 10th grade cohort of students are on track towards graduation after one year; 83% of our current 10th grade cohort of students are on track towards graduation after two years
- 81% of our 11th grade cohort have passed 2 math Regents; 16% have passed 3 math Regents
- 83% of our 10th grade cohort have passed 1 math Regents; 6% have passed 2 math Regents
- Student attendance was approximately 94% in the 2013-2014 school year

OUR STRENGTHS

For our first Quality Review (QR), an area of celebration was the alignment in our classroom teaching practices around an articulated set of beliefs. The impact of which is engagement for all students, especially our ELLs, in higher order thinking. This is a direct result of our articulated school wide instructional goal around cooperative learning. In support of this work, we engaged teachers in professional development and intervisitations around a common observation tool designed around effective practices for cooperative learning. This tool was co-designed by teachers and administration.

A second strength cited in our QR included our communication of high expectations to the school community. Every August, we set clear expectations and review key systems for the school with all staff members. This work is based off feedback from the entire school community at the end of the previous year, discussion in SLT, analysis of our data, and reflection by school administrators. We then communicate these expectations to parents and students in orientations and throughout the year in workshops.

Our third strength is in our teacher teaming. Our teachers meet in departments twice a week during their professional period to review curriculum, assessments, and student work. We also plan intervisitations for the school year in interdisciplinary teams. These allow teachers time to reflect and grow in their practice through collegial relationships developed throughout the year.

Our 2014-15 School Survey data supports these strengths. 93% of responses were positive for the Framework category of Rigorous Instruction; 94% were positive for Supportive Environment; 95% were positive for Collaborative Teachers; 98% were positive for Effective School Leadership; and 96% were positive for Trust. These responses were all above city-wide averages.

WHERE WE NEED TO GROW

Our Quality Review cited a need for more common assessments and alignment in the use of rubrics. The impact of this would be more consistent, quality feedback to students across our school. This past June and into the new year, we are working to create common rubrics around persuasive writing. These rubrics create a common language and provide a set of key learning targets, both in skills and content, which will be normed across ELA, ESL, and Chinese Native Language Arts classes. These rubrics will likewise be used in Social Studies classrooms and eventually in science classrooms. For our math team, teachers will continue to create and use common assessments to drive their backwards

planning and day to day instruction. Our Quality Review also cited the need to ensure that curricula across the school consistently aligns with the Common Core Learning Standards, integrating instructional shifts, and designing rigorous, higher-order thinking tasks. Work in department teams will address these areas of growth.

25Q241 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------|------------------|---|---|-------|
| Grade Configuration | 09,10 | Total Enrollment | 204 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching | 3 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 1 | # Music | N/A | # Drama | 4 |
| # Foreign Language | 9 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | | 188.6% | % Attendance Rate | | 94.4% |
| % Free Lunch | | 88.6% | % Reduced Lunch | | 4.3% |
| % Limited English Proficient | | 38.6% | % Students with Disabilities | | 5.7% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | | 1.4% | % Black or African American | | 8.6% |
| % Hispanic or Latino | | 21.4% | % Asian or Native Hawaiian/Pacific Islander | | 67.1% |
| % White | | 1.4% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | | 1.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | | N/A | # of Counselors/Social Workers (2014-15) | | 1 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | | N/A | % Teaching Out of Certification (2013-14) | | 1.4% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | | 0.2% | Average Teacher Absences (2013-14) | | 1.86 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | | 97.1% | % of 2nd year students who earned 10+ credits | | N/A |
| % of 3rd year students who earned 10+ credits | | N/A | 4 Year Graduation Rate | | N/A |
| 6 Year Graduation Rate | | N/A | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | | Recognition | | |
| In Good Standing | | | Local Assistance Plan | | |
| Focus District | | X | Focus School Identified by a Focus District | | |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | | N/A | Black or African American | | N/A |
| Hispanic or Latino | | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | | N/A | Multi-Racial | | N/A |
| Students with Disabilities | | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | | N/A | | | |

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 Quality Review Findings

As the school is still in the process of creating common assessments aligned to curricula the use of rubrics and assessments are only loosely aligned. Furthermore, the school is still developing the how they use common assessment data to determine student progress across grade and subjects.

Impact: Feedback to students is limited and assessment results are inconsistently used to adjust curricula.

Relevant Supporting Evidence:

- One of the school’s goals is to create aligned assessments within their curricula for the 2014-2015 school year. School leaders have conducted professional development for teachers and teachers spoke to collaborating with colleagues in creating assessments. This work is not yet finished.
- Although the school does use rubrics, they are inconsistent across subjects and the feedback to students is often limiting in providing clear next steps. Students spoke to conferencing with their teachers when they need help and getting feedback at the end of a project, but most students couldn’t speak to the type of feedback they receive or what their next steps were. Some responses from students regarding feedback included “I have to have better grammar,” and “I have to improve my writing vocabulary.”

Strengths

- 2014-15 School Survey results show 93% of responses in the Rigorous Instruction category were positive (above average).

Priority Needs

- 2014-15 School Survey results show that 62% of students agree and 30% of students strongly agree with the prompt: “I learn a lot from feedback on my work.” 48% of students agree and 48% of students strongly agree with the prompt: “I know what my teacher wants me to learn in class.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, ELA, ESL, and Chinese Native Language Arts teachers will implement collaboratively developed CCLS-aligned common rubrics for persuasive writing to improve rigorous writing instruction as measured by at least one level of progress on the rubric by 94% of students.

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>Develop a scope and sequence for writing products for the 2015-16 school year that is aligned across departments</p> | <p>Teachers</p> | <p>August-September</p> | <p>ELA and ESL Department Leads, Principal</p> |
| <p>Teachers will collaboratively develop a common rubric for persuasive writing after reviewing the Common Core ELA Regents Part 2 Rubric and the argumentative writing rubric from NYC’s Scope and Sequence</p> | <p>Teachers</p> | <p>September to November</p> | <p>ELA, ESL, CLA Department Lead Teachers</p> |
| <p>Teachers will review student work using the common rubric during common planning time and department professional development sessions after school. In the spring term, students’ writing will be compared to work completed in the fall to determine progress.</p> | <p>Students</p> | <p>November to June</p> | <p>ELA, ESL, CLA Department Lead Teachers</p> |
| <p>Progress around persuasive writing will be reviewed by students and their teachers during spring student-led parent teacher conferences .</p> | <p>Students and Teachers</p> | <p>March and April</p> | <p>Principal and Department Lead Teachers</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | |
|---|-----------------|--|--------------------------------------|--|-------------------|--|-------------------------|--|--------------------------|-----------------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | |
| <p>Human resources include department lead teachers and teams of 3-4. Instructional resources include the NYC Integrated HS Scope and Sequence for HS Writing, EngageNY, and the Common Core ELA Regents exemplars. Schedule adjustments include programming to ensure teachers have one period daily for common planning time.</p> | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | |
| <p>X</p> | <p>Tax Levy</p> | | <p>Title I SWP</p> | | <p>Title I TA</p> | | <p>Title II, Part A</p> | | <p>Title III, Part A</p> | <p>Title III, Immigrant</p> |
| | <p>C4E</p> | | <p>21st Century Grant</p> | | <p>SIG/SIF</p> | | <p>PTA Funded</p> | | <p>In Kind</p> | <p>Other</p> |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January, we will review student work relative to our common rubric, noting how students score. We will note possible revisions to the rubric and plan for writing instruction in the spring term.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2013-14 Quality Review Findings

School leaders consistently communicate high expectations to the entire staff. School leaders consistently communicate expectations that are connected to college and career readiness.

Impact: The systems for accountability results in a clear understanding of school expectations. There is ongoing feedback to students and families to help them understand progress towards those expectations.

Relevant Supporting Evidence:

- School leaders started the school year with a weeklong training for all staff in August of 2014 focused on school goals and objectives in pedagogy, curriculum, and a culture of high expectations. School leaders send weekly newsletters, highlight positive staff practices, and attend at least two common planning meetings per team per month. They also provide ongoing feedback regarding core beliefs in the observation process aligned to the Danielson framework.
- Since the school’s inception parent teacher conferences have included a student led conference component. Students create a reflection piece, that they review with a teacher before the conferences, complete a conference specific project, and choose a few pieces of school work for the conference. Parents spoke to appreciating learning about their children’s progress from their child.

School Strengths:

- The school-wide use of Skedula/Pupilpath and Google Apps for Education. All students have a Pupilpath account and an @qhsls.org email.
- Clear systems to assist students in their understanding of the high school graduation requirements: 9th grade workshops, a school-developed graduation tracker document to accompany permanent records, and a comprehensive review of data during student-led parent-teacher conferences.
- 2014-15 School Survey results show that 52% of students responded “Almost always” and 43% for “Sometimes” to the prompt “do you have to work hard to do well?” 54% responded “Strongly Agree” and 41% responded “Agree” to the prompt “the teachers at this school help me catch up if I am behind.” 55% responded “Strongly Agree” and 42% “Agree” to “the teachers at this school are willing to give extra help on schoolwork if I need it.” 94% of responses were positive in the category Supportive Environment (above average).

Priority Needs:

This includes developing a more targeted, systematic approach to support struggling students and documenting their progress to determine our effectiveness.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of the faculty will utilize an online system to document after-school and lunch time tutoring, in order to better counsel 30 identified students and their families around their academic progress, as measured by a 3 point increase in their cumulative average by June 2016.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Teachers will be trained on how to use our school wide systems to track tutoring. | Teachers | August and September | Assistant Principal |
| Teachers and guidance counselors will identify 30 students who will attend tutoring after-school or during lunch, in partnership with our community based organization (CBO) Chinese Planning Council After School Advancement Program (CPC ASAP). | Students | October-November | Guidance Counselors and CBO Partner |
| Faculty and our CBO will continue to track tutoring during and after school, entering this information into our systems. Guidance counselors and administration will review progress report data throughout the year. In January and June, we will review cumulative average data. | All stakeholders | November to June | Guidance Counselors and CBO Partner |
| For each term's student-led parent-teacher conferences, students and their teachers will review their tutoring attendance and their progress. Outreach to parents throughout the year will also include this information. | All stakeholders | November, March, and as needed | Assistant Principal |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources include all teaching faculty, two guidance counselors, and support faculty including the parent coordinator and community assistants. In partnership with our Community Based Organization CPC ASAP, we have peer tutors from within our school and from local NYC schools, a program director, and lead-student tutors. Instructional resources include the purchase of Skedula/Pupilpath as our tracking system, as well as the use of Google Apps for Education. Schedule adjustments lunch time availability for the majority of staff and permits for the building until 6PM for the CPC ASAP program.

Part 4b. 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 SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | X | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January, we will review third marking progress and Term 1 grades versus first marking period grades for new students. For returning students, we will review the cumulative average data for this term and the previous term. We will also review tutoring attendance and determine any trends and next steps.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 Quality Review Findings

Across classrooms teaching practices are aligned to an articulated set of beliefs about how students learn best and consistently provide multiple entry points.

Impact: School wide practices result in students, including English language learners, engaging in challenging tasks and demonstrating higher-order thinking skills.

Relevant Supporting Evidence:

- School leaders and faculty believe in cooperative learning where students learn best from each other. Across classrooms students were engaged with each other in conversation connected to textual evidence and problem solving and students were often translating for their peers within groups during group work. In a social studies classroom students worked together in groups to evaluate the leadership of Julius Cesar. Each group gathered textual evidence to support their analysis from the perspective of Roman senators, soldiers, or commoners. Later in the lesson student groups defended their position based on the evidence they gathered. Students spoke to cooperative learning and opportunities to discuss with each other during the student meeting when one student said “I don’t think I’ve ever not heard them say think-pair-share.”

Strengths

- 2014-15 School Survey results show that 95% of responses were positive in the Collaborative Teachers category (above average). For the prompt “At this school, teachers talk about instruction in the teacher’s lounge, faculty meetings, etc.,” 73% of teachers strongly agree and 20% of teachers agree. For the prompt “teachers in this school share/discuss student work with other teachers,” 80% of teachers responded strongly agree and 20% agree.

Priority Needs

- In the 2015-16 school year, the teaching faculty has doubled. Twelve teachers are new to the school. Creating a culture of trust and collaboration around our mission and vision continues to be a priority need for our school.
- Our school wide instructional goal is to improve formative assessment practices across classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in inter-visitation cycles around improving formative assessment in instructional practice and planning, as measured by maintaining an average Measures of Teaching Practice (MOTP) score of 3 for Danielson Component 3D (Using Assessment in Instruction) or by improving their average MOTP score for Component 3D by 0.25.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Teachers will engage in professional development around our school wide instructional goal to improve formative assessment. | Teachers | August-September | Principal and Assistant Principal |
| Teachers will volunteer to be facilitation leaders around intervisitation for the year. The principal will lead professional development around facilitation for this group of teacher-leaders. Using Friday PD time and common planning time, teachers will norm around inter-visitations, review PD texts, and complete three cycles of intervisitations. | Teachers | October-January | Facilitation Teacher Leaders |
| Administration will continue to coach teachers within observation cycles and debriefs around formative assessment, providing warm feedback and next steps around checking for understanding around a targeted lesson objective. | Teachers | October to June | Principal and Assistant Principal |
| Cycles will continue in Term 2. Parents will also be invited to visit classrooms in the fall and spring. In June, we will look at progress around related components in Advance. | Teachers | October to June | Principal |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources include 6 teacher-leaders who volunteer to meet twice a month for professional development around facilitative leadership before or after the school day. This is funded via per session. Teachers meet for intervisitation cycles during common plan time periods, or if this is inconvenient, before or after the school day. This is likewise funded with per session. Instructional resources include the use of two texts: Jim Knight’s High Impact Instruction and Frey and Fisher’s Checking for Understanding. Once a month, Friday afternoon PDs, a school-based option, will be used to action plan around intervisitations.

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|-------------------------|
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

| |
|--|
| <p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>In January, we will meet as a staff to track our progress and set goals for intervisitations in Term 2. Teachers will fill out feedback forms, reflecting on their growth around formative assessment. Administration will also meet with teachers at the end of Term 1 to review their teaching practices and observation reports thus far, ensuring next steps are articulated for 3D.</p> |
| <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 Quality Review Findings

Teacher teams meet consistently to analyze assessment data and student work. School leaders have structures in place to build leadership capacity in teachers.

Impact: Teacher team collaboration has improved teacher practice and student progress. Teachers have a voice in key decisions that affect student learning.

Relevant Supporting Evidence:

- School leaders and teachers engage in collaborative monthly consultation and teacher leaders are given the opportunity to provide input on school matters. Teachers spoke to, and the google drive log supports, teacher input of professional development needs, design of intervisitation tools, and curriculum decisions. Teachers for instance have chosen to create their own curriculum maps rather than be provided them by school leaders. Additionally, they have input into the curriculum design and professional development via a needs assessment.

School leaders consistently communicate high expectations to the entire staff. School leaders consistently communicate expectations that are connected to college and career readiness.

Impact: The systems for accountability results in a clear understanding of school expectations. There is ongoing feedback to students and families to help them understand progress towards those expectations.

Relevant Supporting Evidence:

- School leaders started the school year with a week-long training for all staff in August of 2014 focused on school goals and objectives in pedagogy, curriculum, and a culture of high expectations. School leaders send weekly newsletters, highlight positive staff practices, and attend at least two common planning meetings per team per month. They also provide ongoing feedback regarding core beliefs in the observation process aligned to the Danielson framework.

Strengths:

- 98% of responses were positive for the category “Effective School Leadership” in the 2014-15 School Survey (above average).

Priority Needs:

- For the 2014-15 School Survey prompt, “At this school, curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school,” 27% of teachers responded “Somewhat,” 33% for “Agree,” and 40% responded “Strongly Agree.”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 85% of teachers will respond “Agree” or “Strongly Agree” to the School Survey prompt “At this school, curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.” This will result from weekly department leadership meetings between the principal and teacher-leaders; these meetings build the leadership capacity of teacher-leaders to set agendas and facilitate work in common planning time and professional development sessions, using this time to align curriculum and instructional materials and practices.

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. 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). Strategies to promote parent leadership and engagement as a key lever for school improvement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|--|--|---|--|
| Teachers will volunteer to be department leads for the 2015-16 school year; principal and department leads will set up meeting times throughout the year and establish a professional development calendar. | Teacher-leaders | September | Principal |
| Department leads will continue to meet with the principal to set department goals around aligning curriculum and instructional materials, particularly for our ELLs and lowest third; department leads will workshop agendas and meeting practices, using team effectiveness rubrics and professional development texts as reference. | Department leaders and teaching faculty | October to January | Principal |
| In staff-wide professional development, each department will give a presentation around the progress they are making in department teams. This will also be shared with parents and the SLT. This follows a review of survey data, indicated below in the progress monitoring section. Department leads will | All stakeholders | February | Principal |

| | | | |
|---|---|------------------|-----------|
| reevaluate their established goals and determine next steps for the spring term. | | | |
| Teachers will again fill out surveys about the facilitation occurring in their various groups. This data will be shared with the committee. | Department leaders and teaching faculty | February to June | Principal |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Human resources include six teacher-leaders who have volunteered to be department leaders. Per session monies is used to compensate for meeting time after school. Common planning time by departments is built into programming; Friday after school PD sessions were also a school based option and are used for department work as well. The instructional resource used by department leads in weekly meetings is The Power of Teacher Team by Troen and Boles. | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| At the end of Term 1, teachers will fill out surveys similar to the school survey about the facilitation occurring in their department meetings and the effectiveness of their work in aligning materials and practices across grade levels. Department leaders will review this survey data with the principal. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

2014-15 Quality Review Findings

School leaders consistently communicate high expectations to the entire staff. School leaders consistently communicate expectations that are connected to college and career readiness.

Impact: The systems for accountability results in a clear understanding of school expectations. There is ongoing feedback to students and families to help them understand progress towards those expectations.

Relative Supporting Evidence:

- The school, parent teacher association, (PTA) and the community based organization, Asian American for Equality Youth Leaders, partner to provide parents and students with workshops throughout the year on high school requirements and college readiness. A review of workshop agendas and materials included workshop materials designed to help parents understand ways to support their children towards future college choices. The PTA president at the parent meeting said that even though the school is only in its second year “we want to promote that students can go to college early.”
- Since the school’s inception parent teacher conferences have included a student led conference component. Students create a reflection piece, that they review with a teacher before the conferences, complete a conference specific project, and choose a few pieces of school work for the conference. Parents spoke to appreciating learning about their children’s progress from their child.

For the 2014-15 School Survey prompt, “School staff regularly communicate with parents/guardians about how staff can help students learn,” 25% of parents responded “Somewhat,” “Disagree,” or “Strongly Disagree.” 75% responded “Agree” or “Strongly Agree”

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school staff will welcome and engage families through increased communication, in the form preferred by the parents, as measured by an 80% of parents indicating strongly agree or agree to the prompt: “School staff regularly communicate with parents/guardians about how staff can help students learn.”

Part 3 – Action Plan

| | | | |
|--|--|---|--|
| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
| <p>During our orientations, parents and students will be surveyed on the forms of communication they prefer. We will also provide workshops around Pupilpath and setting up and using email for parents throughout the fall term.</p> | <p>Students and parents</p> | <p>August to November</p> | <p>Principal and Parent Coordinator</p> |
| <p>Teachers will update their grades on Pupilpath and make contact with parents around student progress, particularly for our bottom third and neediest students. Data around the documentation of this contact will be collected and analyzed to determine next steps.</p> | <p>Teachers</p> | <p>16 times/year</p> | <p>Assistant Principal and Guidance Counselors</p> |
| <p>Students and parents will take an informal survey about our school’s learning environment and communication with families. Next steps will be identified.</p> | <p>Students and parents</p> | <p>January</p> | <p>Principal and Parent Coordinator</p> |
| <p>We will also discuss Common Core shifts and rigorous instruction at PTA workshops and at student-led parent-teacher conferences. Parents will also be invited in to visit classrooms in November and March.</p> | <p>Parents</p> | <p>November and March</p> | <p>Principal and Parent Coordinator</p> |

Part 4 – Budget and Resource Alignment

| | | | | | | | | | | | |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|---|----------------------|
| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <p>Human resources include our teaching faculty and our support faculty: two guidance counselors, our parent coordinator, and our community assistants. Schedule adjustments include calendar changes to better facilitate student-led conferences. Other resources include having laptops to assist parents.</p> | | | | | | | | | | | |
| <p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | X | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January, we will survey parents and students, including the use of the same questions found in parent surveys, to determine our progress and next steps.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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) | progress report grades teacher designed assessments STAR reading | guided reading targeted grammar and writing instruction | tutoring small group instruction | during the school day after school |
| Mathematics | progress report grades teacher designed assessments real and mock Regents data | repeated practice retakes of exams | tutoring small group instruction | during the school day after school |
| Science | progress report grades teacher designed assessments real and mock Regents data | retakes of exams revisions of assessments | tutoring small group instruction | during the school day after school |
| Social Studies | progress report grades teacher designed assessments real and mock Regents data | retakes of exams revisions of assessments | tutoring small group instruction | during the school day after school |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | referrals by faculty; at the request of parents as determined by the guidance counselor | counseling around conflict management and shared problem solving | one to one small group | during the school day after school |

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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 |

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. |
| <ul style="list-style-type: none"> • feedback: in-person discussion and preference sheets help guide programming and hiring needs for the following year • recruitment strategies: referrals by colleagues, a one-pager distributed via email, list-servs at educational institutions, and through our website, use of New Teacher Finder • hiring by committee: resume and cover letter review, phone interview, analysis of a writing sample, demo lesson and debrief with the hiring committee with department representatives |

2b. High Quality and Ongoing Professional Development

| |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>High quality professional development begins before the school year and continues throughout the year; this PD is planned by administration and teacher-leaders and features the following:</p> <ul style="list-style-type: none"> • text discussion of PD articles using protocols • intervisitations and debriefs, within our school and at other schools • examination of student work and assessments relative to Common Core aligned state assessments |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 143,118.00 | X | 14, 23 |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 11,200.00 | X | 23 |

| | | | | |
|----------------------|---------|--------------|---|--------------------|
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,079,557.00 | X | 12, 14, 17, 20, 23 |

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:

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 Queens HS for Language Studies, in compliance with the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Queens HS for Language Studies will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the Title I Parent Involvement Policy. 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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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 grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children;
- 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, School 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;

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 events;
- maintain resources and 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

The Queens HS for Language Studies, in compliance with 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.

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:

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;
5. 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:

1. conducting parent-teacher conferences each semester
2. convening an Annual Title I Parent Meeting
3. 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;
4. 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;
5. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
6. 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:

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

Provide general support to parents by:

1. assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities

2. sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
3. supporting parental involvement activities as requested by parents;
4. 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;
5. 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.

Parent/Guardian Responsibilities:

1. refer to and honor the procedures outlined in the Student and Family Handbook
2. 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;
3. ensure that my child comes to school rested;
4. check and assist my child in completing homework tasks;
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;
11. respond to surveys, feedback forms and notices when requested;
12. participate in or request training offered by the school, district, central and/or State Education Department whenever possible;
13. take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
14. share responsibility for the improved academic achievement of my child;

Student Responsibilities:

1. refer to and honor the procedures outlined in the Student and Family Handbook
2. attend school regularly and arrive on time;
3. complete my homework and submit all assignments on time;
4. follow the school rules and be responsible for my actions;
5. show respect for myself, other people and property;
6. try to resolve disagreements or conflicts peacefully; seek out assistance and be proactive when help is needed
7. always try my best to learn and achieve.

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 HS for Language Studies</u> | DBN: <u>25Q241</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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>78</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 |
| <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>7</u> |
| # of certified ESL/Bilingual teachers: <u>6</u> |
| # of content area teachers: <u>1</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: _____

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

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

Part D: Parental Engagement Activities

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

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

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

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

- introducing resources within our school and the local community; this includes English literacy classes offered by our CBO partner AAFE

- introducing strategies to help parents communicate with their teenage students; this includes building technology and social media literacy

- preparing for the college application and financial aid process (this includes college visits for parents)

- understanding graduation requirements and changes to the Common Core and college entrance examinations

- introducing our online grading platform Pupilpath.com; assisting parents with creating email and using this website

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

Part E: Budget

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

Allocation Amount: \$ _____

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | _____ | _____ |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | _____ | _____ |
| Supplies and materials | _____ | _____ |

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. |
|--|-----------------|---|
| <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 | _____ | _____ |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|---|-----------------------|--------------------------|
| District 25 | Borough Queens | School Number 241 |
| School Name Queens HS for Language Studies | | |

B. Language Allocation Policy Team Composition

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

| | |
|--|--|
| Principal Melanie Lee | Assistant Principal Michael Wuthenow |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Katy Ward | School Counselor Susana Leon Chu |
| Teacher/Subject Area type here | Parent Jane Kao |
| Teacher/Subject Area type here | Parent Coordinator Stephanie Huang |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Fred Walsh | Other (Name and Title) type here |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 3 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 297 | Total number of ELLs | 97 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|--|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| | 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> |

This school offers (check all that apply):

| | | |
|--|---|--|
| Transitional bilingual education program (TBE) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | If yes, indicate language(s): Chinese |
| Dual language program (DL) | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | 1 | 1 | 1 | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|----|---|---|
| All ELLs | 97 | Newcomers (ELLs receiving service 0-3 years) | 69 | ELL Students with Disabilities | 5 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 24 | Long-Term (ELLs receiving service 7 or more years) | 4 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 77 | 0 | 0 | 16 | 0 | 3 | 4 | 0 | 2 | 0 |
| DL | | | | | | | | | | 0 |
| ENL | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| Chinese | | | | | | | | | | 45 | 28 | 24 | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**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 |

* EP=English proficient student

**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 is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

| Freestanding English as a New Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | | | | | | | | | | 15 | 4 | 2 | | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | 11 | 4 | 2 | | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | 8 | 7 | 4 | | 0 |
| Expanding (Advanced) | | | | | | | | | | 11 | 13 | 16 | | 0 |
| Commanding (Proficient) | | | | | | | | | | 3 | 11 | 12 | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | 0 | 0 | 0 | | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | | | | 4 | 16 | 12 | | 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 | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

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

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 0 | 0 | 0 | 0 |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | 42 | | 36 | |
| Algebra 2/Trigonometry Math _____ | 5 | | 4 | |
| Chemistry | 12 | | 8 | |
| Earth Science | | 21 | | 15 |
| Living Environment | | 32 | | 32 |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | | 39 | | 32 |
| Geography | | | | |
| US History and Government | | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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 | 10 | 18 | 32 | 9 | | | | |

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 In addition to the NYSITELL and the previous administration's NYSESLAT levels, all incoming students take teacher-created diagnostic assessments to measure their writing skills. We also use the STAR program from Renaissance Learning to determine reading levels (lexile). This data affects how we program our ENL classes, hiring, and guides curriculum. This data is also shared with the entire faculty and particularly reviewed with teachers of our former ELLs who are transitioning to ELA classes.
 Since last year was the first year implementing the revised NYSESLAT, we are comparing results to the previous P, A, I, and B levels. Last year, 24 of 158 ELLs tested Commanding. Of this group, 11 were considered Advance, 13 were Intermediate, and 1 was Beginner, based on the LAT or NYSITELL. 29 students tested Expanding. Of this group, 4 were Advanced, 24 were Intermediate, and 1 was Beginner. Of the 11 students who tested Transitioning, 4 were Intermediate, and 7 were Beginner. For 6 students who are Emerging, 4 were Beginner and 2 were Intermediate, and for the 5 students who are Entering, 4 were Beginner and 1 was Intermediate.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 One important pattern we notice is that for our students who made the fewest gains, particularly those who are Entering/Emerging, attendance and excessive tardiness were major issues for them in the previous year. We are actively working to support students who have issues attending school; likewise, we continue to reach out to these parents, providing community based resources that may be of additional assistance beyond what we as a school already provide.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool supports the systems we already have in place for our students to track progress towards graduation, attendance, and growth. Tab 2 of the AMAO is helpful in providing us with a summary of the data. We then use this to confirm our own understanding of each ELL's progress.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

On Regents Exams where translation is offered, our ELLs performed higher than English proficient students on every exam except Global Studies. For CC Algebra, 86% ELLs passed versus 80% EP; for Living Environment, 100% of our ELLs passed versus 95% of our EP; for Earth Science, 71% passed versus 67% of our EP; and for Global Studies, 82% of our ELLs passed versus 87% of our EP. Again, only in Global Studies did the percentage of EP students who earned an 80 or higher was higher than for our ELLs. As we are only in our third year, the only three exams that were offered in English only were Geometry, Chemistry, and Trigonometry. In the Trig, 80% of our ELLs passed versus 77% of our EP. In Chemistry, 67% of our ELLs passed versus 100% of our EP; for Geometry, 86% of ELLs passed versus 78% of EP. This year, we will be offering CC English, Physics, and AP Exams. We will continue to track the comparison between tests offered only in English as compared to Chinese. Last year, we did not use the ELL periodic assessments and opted to use our own teacher-created assessments to track progress.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
All teachers at Queens HS for Language Studies are teachers of language. This is communicated at the start: from hiring to professional development to teacher evaluation. At the start of the year, we share student data with teachers as soon as we have it: this includes levels as determined by the NYSESLAT, reading levels, performance on Regents exams, etc. This gives all teachers an understanding of how our students are making progress in their second language development. We likewise then set an expectation that instruction must incorporate language development. This is communicated via PD and in our observation process.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We review their NYSESLAT data and Regents assessment data. We also review their credit accumulation and attendance data. Essentially, we evaluate their progress towards graduation and determine next steps. This includes individually programming all students at our school.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - Students are given a Referral Slip to our school from the Enrollment Office because they are a Chinese speaking ELL.
 - The Principal gives both the student and the parent an interview before approving the referral.
 - The Assistant Principal administers the Home Language Survey (Interview with the student and parent to determine the student's home language and determines if the NYSITELL is necessary).
 - The Assistant Principal administers the reading, writing and listening portion of the NYSITELL.
 - An ENL teacher administers the speaking portion of the NYSITELL.
 - The Assistant Principal scans and sends out the ENL level to the staff, and directs the office staff to mail home the Entitlement letter.
 - The Assistant Principal administers the SIFE Questionnaire and a math assessment.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
If the student does not provide transcripts from their former school then the Assistant Principal administers the SIFE Questionnaire in English and/or Chinese. A math assessment is also given. If the questionnaire reveals that the student has not been in school and/or the math assessment shows that they are an elementary math level then they are designated as SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

On the initial interview, the Principal pre-assesses the student to get a better understanding of the student's needs. After, both a SPED teacher and an ENL teacher recommend the best placement for the student based on the student's skills. The parent is then called in for an IEP meeting where the group decides that services are best for the student.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school has an intake checklist. This checklist needs to be dated and signed. The Assistant Principal monitors progress of the checklist. The entitlement or non-entitlement letters are part of this checklist process.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parents are informed that they can appeal the ELL status through the entitlement or non-entitlement letters.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Families are given a Referral Slip to our school from the Enrollment Office because the student is a Chinese language native speaker. Upon receipt of the Referral Slip the parent is immediately introduced to the different programs by the bilingual guidance counselor or the Assistant Principal. The family is shown the Parent Orientation video. The family is asked to make a decision before they leave the school will call home in two days to remind the family to bring in the form.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Upon receipt of the Referral Slip the parent is immediately introduced to the different programs by the bilingual guidance counselor or the Assistant Principal. The family is shown the Parent Orientation video. The family is asked to make a decision before they leave the school will call home in two days to remind the family to bring in the form. If the form is still not returned then the Default Program Letter is mailed out to the parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school has an intake checklist. This checklist needs to be dated and signed. The Assistant Principal monitors progress of the checklist. The parent Survey and Program Selection are part of this checklist process. The school calls home if the form has not been returned in 2 days.
9. Describe how your school ensures that placement parent notification letters are distributed.
The school has an intake checklist. This checklist needs to be dated and signed. The Assistant Principal monitors progress of the checklist. The placement parent notification letters are part of this checklist process.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The HLIS is placed in the student's permanent file, the checklist of dates that process has been completed and the NYSITELL's are stored in the Assistant Principal's office.
11. 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.
10. The HLIS is placed in the student's permanent file, the checklist of dates that process has been completed and the NYSITELL's are stored in the Assistant Principal's office.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
12. This date is set on our calendar. When the letters are sent out the task is checked as complete.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway.
(Refer to question six).
In the last 2 years, the majority of parents have chosen TBE as the program choice. The specific program choices for these students are not showing on the BNDC screen of ATS. For the incoming ELL, 9 families chose TBE, 9 families chose Dual Language and 7 families chose ESL. We are currently encouraging our Chinese speaking staff members to get their Bilingual Certification. We are also actively looking to hire qualified Bilingual teachers for the next school year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
N/A
 - b. TBE program. *If applicable.*
 - Students are in a double period block for the Stand-Alone and the Integrated ENL Class.
 - Students are grouped according to proficiency levels.
 - In grades 9 and 10 ELL students are grouped in mixed proficiency levels for Science, Math and Social Studies.
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - All levels of ELLs are provided with a period of ENL and a period ELA a day for a total of 480 minutes. Entering ELLs also take another Stand-Alone ENL class every other day. (120 minutes)
 - 9th graders receive 2 period of math in their native language, 1 period of science in their native language and Native Language Arts. 10th and 11th graders take a Native Language Arts class every day.
3. Describe how core content is delivered in each program model. 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.

Core content is delivered with bilingual and ENL supports. Our math and science teachers are bilingual and often deliver instruction in Mandarin Chinese and/or provide Chinese translation of documents, key vocabulary, instructions, etc. Across our 9th and 10th grade classrooms, core content teachers of science, math, and social studies provide Chinese translation on assessments. Social studies is delivered in English with significant ENL support, utilizing the SIOP model. Our Chinese Native Language Arts teachers also work closely with our ENL team to co-design units along the same set of writing and reading skills. This provides additional support for high school level CCLS aligned content. In our school, all teachers are expected to scaffold for language development: to explicitly teach Tier 2 and Tier 3 vocabulary, focus on ensuring comprehensible input, and intentional plan for cooperative learning across all core content areas. In meeting the demands of the CCLS, teachers use multiple strategies. This includes scaffolding complex texts in teacher-made handouts and incorporating sentence stems into lessons to allow students to better justify their thinking.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

All teachers provide home language supports: this includes written translation of questions on quizzes and exams, translations for key vocabulary, allowing students to use dictionaries or translators, and providing time for students to translate for one another before completing an independent assignment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers design lessons and unit performance tasks that allow them to evaluate all four modalities. For example, performance tasks might include debates, mock talk shows, mock trials, Socratic seminars, etc. This ensures that the listening and speaking modalities are also assessed in addition to reading and writing. In addition, all teachers follow a lesson planning model of I Do, We Do, and You Do, where students practice all four modalities within a scope of the lesson. To build the capacity of teachers to evaluate along all four modalities, teachers workshop lesson plans, review one another's assessments to provide feedback, and watch one another teach via our intervisitation structure.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. For SIFE students, we use strategic groups and modified texts. Vocabulary is more explicitly taught to these students. SIFE students also receive more explicit instruction around phonics and pronouncing words, connecting to any prior knowledge they may have with the Chinese phonetic system. Connections to what the student already knows and building background are emphasized at a greater degree for our SIFE students.
 - b. Our newcomers are assessed first. Some students arrive with stronger levels of English proficiency, depending on their previous schooling in China. Instruction is differentiated for these groups based on their strengths and weaknesses in modality, their vocabulary proficiency and speed in acquisition. Some skills, grammar, and vocabulary are more explicitly taught than

others.

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

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

e. For Former ELLs, they are provided supports in their ELA classrooms (e.g. strategic grouping, specific feedback around grammar and vocabulary acquisition, etc.) They have an ENL period every other day that provides time for independent reading and continued literacy support.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

We have not had this situation yet. However, our ENL and ELA teachers are in constant communication via Common Planning Time, and student data is shared during this time. Together, based on their assessment and with input from the the student and family, a redetermination will be made as needed.

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

Teachers modify texts or offer a range of texts to meet needs of ELLs and ELL-SWDs. Additional strategies include chunking texts or reducing or extending the length of texts while walking students through text complexity through think alouds and modeling. Teachers also assist with note taking by having different levels of graphic organizers for ELL-SWDs. Within our inclusive environment, ELL-SWDs also benefit from cooperative learning activities in all classrooms.

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

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

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

Scheduling flexibility: our ESL classes are offered at the same time of day to allow for acceleration or deceleration. We also individually program every student.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <i>per week</i> (360 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | <u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | <u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | <u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher | | <u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

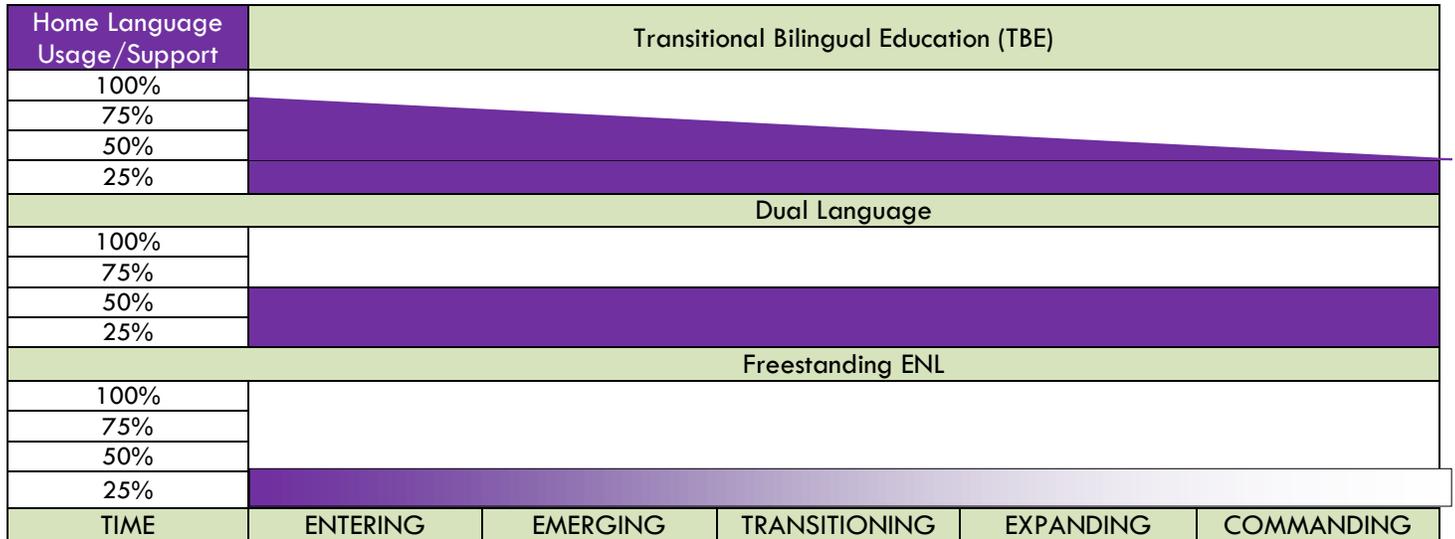


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 - For SIFE students and low-level beginners, we offer ENL small-group instruction.
 - After school and during lunch, tutoring is available in English and Chinese. This is by teachers or by peer tutors.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our most recent Regents data shows that our ELLs are performing at par or better than our English proficient students on Regents exams. Our ELL credit-accumulation and progress towards a regular and Advanced Regents diploma also indicate our program's effectiveness. Close to a third of our students tested Commanding last year on the NYSESLAT; most of these students were in ESL for less than three years.
12. What new programs or improvements will be considered for the upcoming school year?

This year, we are excited to be in partnership with the Chinese American Planning Council, a local community based organization. Together, we are offering the first Queens-based after school programming, providing one-to-one tutoring after school for students, especially our ELLs, by tutors who are English and Chinese speaking.
13. What programs/services for ELLs will be discontinued and why?

Currently, we have no programs/services being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our support staff, two guidance counselors and parent coordinator, are bilingual in English and Chinese. Both the principal and assistant principal are proficient in Chinese as well. The school provides a welcoming community where the educational experiences and language backgrounds of all our students are valued. All supplemental services, and the communication around the availability of these services, are communicated in our students' home languages.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We are an iLearn school and have close to a class set of laptop computers for students to use. This has been helpful in providing our ELLs access to online and mobile language supports. We are also a Google Apps for Education school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

As stated, half of our teaching staff is bilingual and our support staff is bilingual. We work collaboratively to provide native language support in our program.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Resources are carefully selected and shared among teachers and guidance counselors to ensure that they correspond appropriately to the ages and grade levels of our students. Authentic texts and adapted texts that are highly engaging are both used.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Before the beginning of the school year, we offer a student and family orientation where students meet each other for the first time. This is coordinated by guidance counselors, the parent coordinator, and administration. This orientation is offered in English and Chinese. New students to the school are paired with a buddy to help them get acquainted with the school environment and procedures. Students also elect a Chinese-speaking and English-speaking president and the same for secretaries. This helps ensure that our ELLs are incorporated into our school community.
19. What language electives are offered to ELLs?

We offer Chinese Native Language Arts and AP Chinese.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As a school that is designed to serve a large population of ELLs, all teachers are expected to use ENL strategies in their classrooms. At the end of August, we ran two weeks of professional development, attended by 100% of the staff, around meeting the needs of our unique student body. This PD included:
 - a workshop by our ELL coordinator and ENL teacher, introducing and modeling classroom best practices, highlighting points from *Making Content Comprehensible: the SIOP Model*.
 - workshops emphasized how important it is that teachers intentionally plan groupwork and cooperative learning in lessons (a school wide goal for 2014-15), allowing our ELLs time to process new content in their home languages, and checking for understanding for all students, especially ELLs (our school wide goal for 2015-16)
 - training for how to talk to new students, especially ELLs (both newly immigrated and those who were present for middle school), about high school graduation and preparing for college. We addressed how jarring the transition for students is and trained teachers on how to use a graphic organizer to introduce and track progress towards high school graduation requirements. During the year, department teams ensure curriculum and assessments are scaffolded and differentiated for our various subgroups of ELLs. This is done via work in common plan time meetings and Friday afternoon PDs. During this time, teachers examine student work, workshop unit plans and assessments, and provide one another with feedback on lessons.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
With reference to the CCLS, much of this curriculum and instructional work, is done in teacher teams. Department leads plan agendas and lead teachers in reviewing student work relative to CCLS-aligned state and teacher-made assessments, discussing scaffolds and differentiation for ELLs. Teachers are also encouraged to attend professional development offered by the Office of ELLs, particularly around the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
At the start of the school year, we offer workshops in the home language that explain high school graduation requirements, post-secondary planning, and Respect for All. Our bilingual guidance counselors and our parent coordinator also help ELLs with the transition from middle school to high school. Our guidance counselors also work closely with teachers to identify students who may be in need of more counseling in regards to the transition to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.
This minimum has been more than fulfilled through our summer PD, explained above, and our Friday afternoon PDs, via an SBO voted on by our teachers. For all meetings, agendas and minutes are kept and shared digitally with the entire teaching faculty.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

In addition to parent meetings throughout the year for our neediest students, we plan to schedule an additional meeting after the fall term to discuss progress. These will take place in January and February, most likely over January Regents week. These will be scheduled by the ESL and Chinese language team, with the support of guidance counselors and our parent coordinator. For the question below, records are kept via sign in sheets and feedback forms. Meetings are documented via our shared online appointment spread sheet. Outreach is documented via Skedula.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Together with Asian Americans for Equality, a community based organization, we provide workshops for our parents and students. We parallel our workshops for students (during the day or at the same time as PTA meetings) with our workshops for parents. This helps facilitate conversation within the family. We are responsive to our parents' needs, providing essential information like health and financial service info via AAFE, in addition to informing parents about the education their students are receiving here and how to prepare for their child's education after high school. We also include celebrations throughout the year: a Thanksgiving potluck, a Lunar New Year celebration, etc.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Yes, with AAFE. Please see the explanation above.
5. How do you evaluate the needs of the parents? After every event, we provide a feedback form to parents. We also ask for feedback at parent orientations. Our PTA leaders, who are bilingual, are also active in engaging parents and learning about their needs.
6. How do your parental involvement activities address the needs of the parents? We design workshops, with AAFE, to address the needs as expressed by our parents. Our standing, weekly meeting with AAFE allows us to be responsive and targeted around designing activities for our parents. Examples include a workshop for how to better communicate with their teens, college trips with their children on days off, etc.

D. Additional Information

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

Paste response here:

| School Name: _ | | School DBN: _ | |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | School Counselor | | 1/1/01 |
| | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |
| | Other _____ | | 1/1/01 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q241 **School Name: Queens HS for Language Studies**
Superintendent: Fred Walsh

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school uses the home language survey, the RHLA report from ATS, and our own data from orientation and mailings to assess the translation and interpretation needs of our school's families. Our office staff is able to speak English, Spanish, Cantonese, and Mandarin Chinese, and all mailings sent home are translated into the three languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

- Bengali (2)
- Cantonese (10)
- Chinese, other (2)
- Chinese, any (43)
- French (1)
- Korean (2)
- Mandarin (104)
- Nepali (2)
- Polish (1)
- Spanish (58)
- Tamil (1)
- Tibetan (2)

- Urdu (5)

Please note that for Chinese speaking families, most speak Mandarin Chinese in addition to a dialect. 93% of our families speak Chinese or Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- mailings throughout the year; these include: newsletters with a short letter from the principal and students of the month, flyers for parent meetings, information from parent meetings, calendars, required letters
- progress reports, including directions for how to read them, and a graduation tracker worksheet developed by the school
- family and student handbook
- programming information: after school programs, Regents dates, and grade level curriculum updates and year throughout the year

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

- student-led parent-teacher conferences (November and March)
- individual conferences for ELL families (ongoing throughout the year)
- PTA meetings (monthly)
- phone calls to parents for any absences or significant lateness (daily)
- guidance and teacher meetings to discuss student progress and socioemotional growth (ongoing throughout the year)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our office staff provide all Chinese and Spanish written translations for our school. A bilingual environment is an important component of QHSLs, so providing immediate written translations is a priority. One of the primary roles of our office staff is to provide translation services. All correspondence is mailed home in English, Spanish, and Chinese. Our school website is also in Chinese and English.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our guidance staff is multilingual in Mandarin, Cantonese, Spanish, and English. Our main office staff is likewise bilingual in the same languages. Additionally, our teaching faculty includes multilingual speakers of Spanish, various Chinese dialects, Korean, Bengali, and French. For any languages that we do not have the immediate capacity to translate for, we call in the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During faculty orientation, we review the languages available within the staff. Information for how to use the T/I Unit is included in the staff handbook and reviewed during faculty orientation. Information about the home languages and preferred written/oral language for families is distributed to the staff digitally as well for ease.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The security desk and the main office have displayed the welcome poster, and language ID guide. The parents' bill of rights and guide to language access are provided to all during family orientations and then in the main office when parents visit the school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We survey parents in their home language throughout the year, asking for feedback after each meeting and more informally at the end of phone calls (asking if they received documents mailed home, etc.). We also review the annual school survey.